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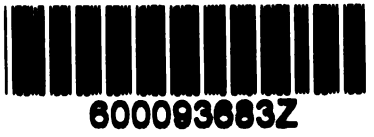
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Gutta cavat lapidem NON VI SED SÆPE *cadendo.*

THE MASTERY SERIES.

FRENCH.

A MANUAL OF ENGLISH FOR FRENCHMEN
and of
FRENCH FOR ENGLISHMEN.

BY

THOMAS PRENDERGAST,

LATE MADRAS CIVIL SERVICE:
Author of
'THE MASTERY OF LANGUAGES, OR THE ART OF SPEAKING FOREIGN TONGUES IDIOMATICALLY,' 'HANDBOOK TO THE MASTERY SERIES,' AND MANUALS OF GERMAN, SPANISH, LATIN, AND HEBREW.

TENTH EDITION,

REVISED AND CORRECTED.

LONDON:
LONGMANS, GREEN, AND CO.
1876.

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PREFACE

TO

THE NINTH EDITION.

WITH a view to rendering this Edition available for the colloquial acquisition of English by Frenchmen, an Initiatory page (xxii–xxiii) has been inserted containing fifty sentences, which are to be *mastered* first. The teacher will then select the most eligible Variation out of each of the eighty-seven sections in the book. These are all to be *mastered* with the clause at the head of each section in accordance with the rigorous conditions prescribed. The rest of the Variations and the English Couplets are to be *studied* from day to day in the mode indicated in Directions to Beginners, which are to be interpreted by substituting the words 'English' for 'French,' and 'vernacular' for 'foreign,' and *vice versâ*. Such are the arrangements for the First Course.

In this Edition there will also be found a new page of Pronoun Sentences which are to be mastered by learners before they attempt to converse. That page exemplifies also those ten Verb-formations in French, which, though similarly pronounced, are all differently spelt.

It is a marvel that the principles of Mastery, simple and self-evident as they are, have remained so long undiscerned by educational reformers, seeing that the process has been undesignedly and empirically followed by every person who has ever learned to speak any language idiomatically, whether in childhood or in

after life. In other words, no language has ever been mastered except by Mastery.

To show that it is the true method of nature, let it suffice to remark that every child under twelve years of age sent abroad to live amongst foreigners, contrives without any assistance to speak their language idiomatically and fluently, by mastering ready-made sentences, and then utilizing them by the alteration of one word at a time. They have no more idea of a method than infants have, but yet their empirical procedure is more effective than that resulting from any system which has hitherto been published. At all events, no writer of eminence appears to have investigated that problem and divulged its solution for the benefit of the British public.

The soundness of this method may be inferred from the elasticity which renders it equally available for French, Spanish, German, Hebrew, Latin, and Japanese. For intelligence has been received that a Mastery Manual has been published in Japan.

The Latin Manual shows how to manipulate the most highly inflected languages, and the Hebrew, while it exhibits an improved method of learning foreign characters, affords a very convenient instrument to enable well-educated men, including of course all professed Linguists, to put the Mastery System to the test by their own manly efforts, and so to qualify themselves to judge of its efficacy.

This method is devised to enable beginners to obtain great results with a very small number of words. The Manual contains 15 Typical Sentences, embodying 350 of the most essential words, and yielding 1,100 analytical Variations. The latent constructions are thus brought to light, and the power and significance of each inflection are explained by the translations. The beginner is to master the 15 Leading Sentences clause by clause, together with *one* Variation out of each of the 87 sets, and to study the remainder and the Couplets.

The sentences comprise those specialities of the mechanism of the language which it is most important that the beginner [redacted] before he attempts to converse.

The method here expounded shows on the one hand how languages ought to be treated, and on the other how the action of the memory ought to be regulated, for this is even more important still. It manipulates a language so as to enable beginners to *master* the principles of the various constructions in the concrete, much more intelligently and practically than they can be learned in the abstract through the medium of technical grammar. It also shows how to exercise the memory so that it shall never be exhausted nor even be fatigued, that not a word shall be forgotten, and that perfect accuracy shall be combined with the utmost fluency and readiness not merely in reproducing every one of the sentences at sight of their English versions, but also in diversifying them as the first step in oral composition.

This exercise, which bears some analogy to mental arithmetic, is almost elementary; but when well developed it consists of facility in rendering English sentences into a foreign language at first sight. The thoroughness required for the attainment of this humble achievement within a limited range of words is equally essential at the outset for sound progress, even in those whose sole object is to read foreign books and to study languages in a critical manner.

Fluency in reciting all the mastered sentences in ever-varying order of succession is absolutely essential for the practice of oral composition, because without such facility the process will be tedious in the extreme and the mastery of every word will be unattainable. Rapidity of utterance should be cultivated in order to secure a greater number of repetitions in each sitting, and thus to economise time and labour while naturalizing each sentence.

No one ever gained a fluent command over many words without first *mastering* a few at a time, and this ought to be done by some clearly defined method wherein those words shall frequently recur in a variety of combinations. It is by such frequent recurrence of the same words and phrases that languages reveal themselves and sentences interpret one another, so that the mind

becomes familiarized with foreign languages when we live abroad in early life. We then master sentences by means of imitative repetitions, and it is only by frequent reiterations that adults can secure the words in the memory welded together in their idiomatic combinations. Whatever may be the strength of the memory, it ought not to be exercised for more than ten minutes at a time in learning new lessons, because three such efforts at intervals will produce greater results than a whole hour's continuous work.

FREQUENCY is the motto of this system, and the success of the learner in mastering Complete Sentences will be in proportion to the number of different efforts made on each day at the outset. Great results would be obtained by devoting ten minutes in every two hours to the work of naturalizing Foreign Sentences at intervals, but without interfering with the course of *study*.

All the formalities of this method may be set aside if beginners will resolutely master the prescribed lessons one by one, and fix them in the memory by diversifying them with the aid of Appendices I. and II. The principles here laid down are quite in harmony with every sound mode of precedure, and therefore Mastery may be carried on concurrently with any other system, any grammar, or any exercise book.

The fundamental principle of this system is, to provide that nothing once mastered shall ever be forgotten. On this account it is absolutely essential that many of the back lessons shall be repeated and diversified every day, and that that practice shall never be discontinued.

MELDON, CHELTENHAM:
December 1875.

PREFACE

TO

THE EIGHTH EDITION.

THE MASTERY METHOD is designed to enable any person, whether young or old, to converse in any foreign language fluently and idiomatically within three months; to show those who are already proficients how to improve themselves in those two respects; and to restore colloquial facility to those who may have lost it through disuse.

It is a grave delinquency, in the prevailing modes of teaching languages, that the exercise of speaking them is wholly neglected. The 'deaf and dumb' method of studying languages without acquiring them, leaves learners in this predicament, that they can neither make themselves understood by foreigners, nor understand them when they speak.

There are multitudes of educated persons, who can read foreign authors with facility, but have the greatest difficulty in expressing themselves grammatically, and despair of ever speaking idiomatically. The right way to remove their speechlessness and to set in rapid motion all their stagnant words, so as to create a flowing stream in three or four days, is to translate each of the English pages of the Manual, in succession, six times, as rapidly as they can, not looking at the opposite page, except during the first two or three times. They are not to learn the foreign sentences by heart, and therefore they cannot be expected to reproduce them exactly as they stand in the Manual. The exercise should not be continued for more than thirty minutes at a time, but it may be resumed as often as may be desired after intervals of one hour

each. The whole of the back lessons must invariably be recapitulated *once* at the beginning of each sitting. Throughout this process, learners should exercise great urgency on themselves, so as to gallop through the pages, covering as much ground as possible on each occasion.

This exercise, however, although it will gratify those who are in a violent hurry to attain fluency and readiness, will not enable them to speak idiomatically, and therefore they will be under the necessity, after all, of mastering sentences ready-made instead of attempting to originate them. The coupled sentences with all their changes should be mastered first; then six of the leading sentences in the Manual; and then twenty of the most difficult Variations. After permanently securing the cohesion of the words in the memory in their idiomatic sequences, recourse must be had to the Diversifying Table with the Table of Inflections. Those who are not in a great hurry should adopt this plan, and then go through the galloping process. The additional sentences must then be studied and diversified, and afterwards the exercises described in the Handbook to the Series should be practised.

School-boys who have to pass colloquial examinations should adopt the 'galloping process' during the last week or two of their preparation. They will thus acquire fluency; but the quality of their performances will entirely depend upon their previous training.

The English pages of any Manual of this Series will be equally available for rapidly developing the power of speaking any other language, ancient or modern, which may have been previously studied with care. On the same principle, the French, German, or Spanish pages may be similarly used by persons of those nations for the purpose of teaching themselves to speak English or any other language which they can already read.

In thus treating either the Classical or the Oriental languages, the learner is at liberty to omit all inappropriate variations, and to substitute for the nouns and verbs any others which may be more suitable, taking care to write them on a separate paper in his own language, in order that he may constantly refer to them without a moment's delay.

[redacted]estions above given relate exclusively to individuals

who have already learned to read a language without difficulty; but Mastery is more especially remarkable as a method of initiation, because a Manual on this plan will enable any person to appropriate and naturalise the foreign forms of speech and modes of thought, to imprint them indelibly on the memory, and to use them as freely as their English equivalents. To secure these objects, it is advisable at first to abstain from books, composition, conversation, and the learning of unconnected words; for every correct sentence uttered by an illiterate adult in his own language affords a demonstration that the study of grammar is not essential for beginners.

The most rational plan is to begin by Mastering idiomatic sentences, comprising all the most distinctive constructions, and including the equivalents of all the words in the Diversifying Table, and then to vary and translate the English sentences, so as to interweave by degrees the whole of the forms in the Table of Inflections. By this method beginners will gradually acquire a practical knowledge of the principles of the structure of sentences more expeditiously and effectually than they can learn them from grammars. It is obvious that the greater the extent to which Mastery is attained, the greater will be the power of the learner in interpreting foreign sentences—that is, in recognising in print constructions which have become familiar through the exercise of oral composition. In thus learning a language directly, we learn its grammar indirectly. For each Manual is a complete grammar, divested of its technicalities, rules, and formalities, which may be learned much more intelligently afterwards.

Mastery is a perfect method, because it represents the process of nature simplified, rectified, and reduced to an exact system, which requires nothing more than the Mastery of fitly-adjusted sentences, and the employment of their English versions as instruments for the practice of oral composition by the displacement of one word at a time. It also admits, however, of the study of variations containing no unknown words. Mastery harmonises also with the process of nature, in respect to the power which it confers of making a great variety of idiomatic combinations with a very small stock of words. So vitally essential is the diversifying process to the

development of the linguistic faculty, that although when it is daily practised success is certain, by reason of the safeguard it affords against blundering; on the other hand, when it is omitted, whole volumes may be studied with incessant references to the grammar, long passages may be committed to memory, and written composition may be persistently carried on for years, without producing any signs of Mastery.

The Handbook to this Series of Manuals explains how Mastery fulfils all the requirements of an exact method, forming a pleasant and efficient course of self-instruction, and differing from all others as to the action to be taken by beginners, and as to the mode of manipulating German, Latin, and other highly inflected languages.

If objections be made to the smallness of these Manuals, let it be noted that the sentences may be multiplied a hundredfold by converting them into couplets and triplets.

These Manuals will be found very useful as First Reading-books for teaching French, German, or Spanish children to read their own languages, because each new page contains only twelve or fourteen new words.

They will also enable two persons who are wholly unacquainted with each other's language to teach each other.

Beginners who will fully and fairly carry out all the principles of Mastery with any difficult language, altogether unknown to them, will become conscious that they are possessed of that faculty which is ignorantly pronounced to belong exclusively to the linguist. The development of that faculty will be of great value to the rising generation; but Mastery aspires also to the higher object of improving their Classical education, not by encouraging the practice of using Latin colloquially, but by reviving the long-lost art of teaching Latin composition, and imparting, side by side with the study of grammar, &c., a real and applied knowledge of the constructions and inflections, instead of an unreal and unpractical, because unapplied, knowledge of the syntax and accidence.

CHELTENHAM: *October* 1873.

PREFACE

TO

THE FIRST EDITION.

THE MASTERY SYSTEM is based upon the principles of the natural process pursued by children in learning foreign languages, when they associate with foreigners, after they have learnt to speak their mother-tongue. They are impelled by instinct to imitate and repeat the *chance* sentences which they hear spoken around them; and, afterwards, to interchange and transpose the words so as to form new combinations. In the process of nature there is no teaching. But children learn to speak foreign tongues idiomatically without instruction of any kind—without even the aid of an interpreter.

In the Manuals this process is systematized.

As to the Language.—Long sentences are selected according to a new principle, whereby Variations are evolved from them by rearranging the same words and excluding all others. These Variations are all complete idiomatic sentences. The primary sentences are divided into sections, each of which, with some of its Variations, forms a short lesson.

The Sentences comprise those specialities of the mechanism of the language which it is most important that the beginner should Master before he attempts to converse.

The Variations are so devised that by mastering 100 words, the beginner obtains the free and habitual command of 100 complete sentences, with many more latent* Variations in reserve.

As to the Grammar.—The study is to be deferred until this brief initiatory course of Mastery has been completed, and then it will be found that a large stock of grammatical knowledge of the language has been already attained without the use of a single technical term, of any rules, or of any instructions whatsoever.

* See Handbook to the Mastery Series.

In this Manual that knowledge is conveyed distributively, but not less effectively, than in the more scholastic plan of the German.

As to the Learner.—His course of proceeding is regulated upon a new principle which ensures the accurate retention, by the memory, of all the sentences learned from day to day. As all other forms of speech are excluded, and as he is not allowed to have access to a Grammar, nor to compose any Variations for himself, he learns nothing but idiomatic diction, and as he learns it thoroughly, he cannot fail to speak idiomatically and grammatically also.

The two great objects of a learner's ambition ought to be, to speak a foreign language idiomatically and to pronounce it correctly. And these are the objects which are most carefully provided for in this System.

The chief peculiarities of the process, at the outset, are the frequency and shortness of the daily exercises, and the provision that, at the beginning of each sitting, the learner shall refresh his memory by hearing or reading the whole of the lessons previously received. Thus he is enabled to recall and reproduce the foreign sentences in their idiomatic order of arrangement with perfect accuracy and fluency.

As the sentences and their Variations have been composed by Professor J. Duprat Mérigon, B.A., the fullest reliance may be placed on the purity of the models set before the learner.

THE EAST INDIA UNITED SERVICE CLUB:
London, February 1868.

REVISED DIRECTIONS FOR BEGINNERS DESIROUS OF SELF-INSTRUCTION.

THIS MANUAL contains fifteen Leading Sentences, divided into eighty-seven Lessons, each of which comprises a Clause containing four new words, followed by Variations in which the new words are mixed up with those already used.

In the FIRST COURSE one Clause and one of its longest Variations are to be *mastered* in each sitting, while the rest of the Variations are to be *studied* and the previously mastered lessons are to be repeated. Beginners should take three daily sittings of ten measured minutes each, for mastery, followed up by ten or fifteen more for study and repetitions. The term 'Mastery' implies *extreme fluency and perfect accuracy* in reproducing the whole of the mastered Clauses and Variations. Mastery is to be attained by reading aloud each lesson with great rapidity for the full period of ten measured minutes, during which time the eye should not wander from the book. Persistent rapid repetition is required, and the more frequently the lesson is uttered within the limit of ten minutes, the more deeply will it be engraved on the memory. So effectual is this mode of action, that three such efforts of the memory for ten minutes each, will produce results greater than those obtainable by continuous application for a whole hour. If beginners flinch from working extremely hard for ten minutes, they may divide the mastery lesson into two parts, and have recourse to study and repetitions in the interval between them, but the time should be strictly measured. Mastery is an exact method, and therefore it must be carried out exactly.

A Mastery lesson should never exceed ten minutes, but if there be any faltering or hesitation in the rehearsal, five minutes more should be devoted to it afterwards, and a new lesson must not even be looked at until Mastery has been fully attained. The standard of extreme fluency and perfect accuracy must also be set up when the mastered sentences are diversified. When a sentence is not mastered, the words become disconnected in the memory—their idiomatic sequences are lost, and they cannot possibly be recovered, except by frequent repetitions.

STUDY. All the foreign Variations are to be so carefully studied,

by comparing the English version with the French, without using Grammar or Dictionary, that when the English page is covered, the learner shall be able to translate the foreign page with fluency. He must also be able to point out the equivalent for each of the English words from last to first in each sentence.

In like manner, when the foreign page is covered, the learner must be able to reproduce at sight of the English each of those foreign Clauses and Variations which have been mastered. The Coupled Sentences are to be studied in like manner as a part of the First Course after passing page 37.

REPETITIONS. The mastered lessons are to be frequently rehearsed aloud every day, by reproducing them at sight of their English versions, moving back from the latest to the earliest; and, in order to ensure perfect accuracy, the learner should always read them first.

The DIVERSIFICATION of mastered sentences is the distinctive speciality of this system, whereby learners may be trained to compose fluently and idiomatically and to learn the grammar unconsciously, without the aid of a teacher. Diversification is to be carried on by omitting or changing one word at a time in the English version of a sentence, and then translating it, so as to correspond with the alterations thus made; but no words are to be introduced except those that have occurred in the previous lessons. The exercises, however, will be made pleasanter by the insertion of a few nouns and verbs identical in both languages.

The COUPLED SENTENCES (see Preface, pp. xix and xx) exhibit the expansive power of sentences when fully diversified. It will be seen that one page of Couplets contains thousands of Exercises so arranged that learners may interchange them at sight of their English versions without blundering and without any assistance.

When beginners work for *one hour at a time* the first five minutes in each quarter should be devoted to Mastery, and the intervals to study and the repetition of the back lessons.

The most effectual way of mastering a long Variation is to *read* it aloud very rapidly, dividing it into three parts, the last of which should be learned first, and the first, last. Extreme fluency may be best secured by persistently *reading* each sentence *aloud* as rapidly as possible.

In the SECOND COURSE learners ought to interchange the nouns in their mastered lessons. They should also master the Pronoun Sen-ences on pp. 112, 113, and then one more Variation out of each group, electing those that are most unlike their English versions. They hould also *study* the reserved Variations every day. They may alsc

minutes a day to the rapid perusal of a grammar, but nc

be learned by heart, because it will be much u

beneficial if the book be frequently read through, or if two or three grammars be read in turn.

In the THIRD COURSE learners should master the Coupled Sentences and study all the Additional Sentences, pp. 104 to 111. They should then master six of them, selecting those which appear to be most useful. They should also diversify all their mastered Variations with the aid of the Tables, Appendix I. and II., and then proceed to diversify some of the Additional Sentences already mastered.

In the FOURTH COURSE, the galloping process described in the Preface, pages ix and x, should be practised by taking three Variations at a time, translating them rapidly six times and carrying on the exercise for thirty minutes at a time, at intervals of at least half an hour each. This is a most useful exercise for travellers, or for schoolboys just going up for competitive examinations.

After this Course, learners should betake themselves to the exercises described in the Handbook to the Mastery Series, 67, 63, 66, 76, 93, and 97 paragraphs.

THE TEACHER'S chief duty is to prevent the learner from advancing too rapidly from one lesson to another without obtaining the required fluency, readiness, and correctness of utterance.

The first lesson is to be repeated by the teacher over and over again, first deliberately, and then rapidly, for seven measured minutes, in order that the learner may echo and imitate the sounds, the tones, the pauses, the accents, and the cadences, and observe the movements of his vocal organs. This is to be done thrice within the hour, the intervals, of thirteen minutes each, being devoted to study and repetitions.

In the First Course no grammatical explanations should be given, because the memory must not be encumbered and confused with theoretical puzzles. In the Second Course, the beginner may read a grammar for fifteen minutes every day, but he should not learn the verbs by heart, not even the auxiliaries, much less the irregular verbs. When each new lesson is commenced, it is better that the learner should be taught to pronounce it before he sees the foreign words in print, because the spelling will only mislead him from the true pronunciation.

A difficult sound is never to be practised separately, but always in the combination in which it stands in the book. Whilst the pupil is daily rehearsing his lessons, the teacher is to prompt him instantly.

The correct utterance of foreign sounds by English learners will be facilitated by contracting and compressing the upper lip and speaking *loudly* and with vehemence.

Not more than three or four syllables should be attempted at first, and the rest of the lesson should be deferred until the beginner has succeeded in uttering the true sounds and tones. It is not enough that they should be successfully imitated once or twice, but a series of imitative efforts must be carried on, in order to naturalise them. The *studied* Variations ought also to be read aloud by the teacher to enable the learner to recognise the foreign sounds with facility, and then to give the translation. Foreign tones, however, are liable to be quickly forgotten, and, therefore, each new lesson should be opened by the teacher uttering the previous Clauses again, for imitation.

It must be remembered that neither the intellect nor the memory can render any aid in recovering sounds and tones which have been lost, nor can the ocular recognition of the spelling recall unnatural sounds, and therefore, those of each lesson must be naturalised in turn by frequent imitative repetitions. Nothing can be more hurtful than that a teacher should make his pupils read aloud to him. He ought rather to read aloud to them, so that they may imitate his voice in the utterance of a few syllables at a time.

Foreigners who imagine they cannot pronounce the English sounds of 'th,' ought to practise lisping any words of their own language which contain 's' or 'z,' by pressing the tongue against the upper front teeth while they are uttering those letters, as in *Saisir*.

Travellers who are already conversant with French, and can read the language with great facility without having gained the power of speaking it, should devote five or six hours to the Galloping Process for two or three days before going abroad.

MASTERY is extreme fluency, perfect accuracy, and readiness, not only in reproducing foreign sentences at sight of their English versions, but also in Diversifying them so as to correspond with alterations made in their English versions, by omitting or changing one word at a time.

Mastery gives rise to an intuitive perception of the principles of the structure of sentences more effective than the study of the rules and philosophy of the science of grammar.*

* P.S.—French and German are taught on Mastery principles by Charles Marvin, Esq., 95 Ebury Street, S.W.

DIRECTIONS FOR THE USE OF THE COUPLETS,

Pp. XX, XXI.

THESE sentences are so adjusted that the words in each division may be removed from one line to the other without detriment either to the grammar or to the idiom. The number of Variations resulting from interchanging the words in Couplets containing 7, 8, 9, and 10 divisions, rises to 128, 256, 512, and 1024 respectively, by the law of geometrical progression. Each Couplet, therefore, gives abundant scope for the exercise of the memory with a *few* words, this being essential as a preparation for the attainment of fluency in wielding *many* words. The interchanges may be made in the first instance with the French sentences uncovered, but when the Couplets have been thoroughly *studied* and *mastered*, the learner must translate both the altered sentences from memory—always orally—never in writing. The first and best interchange of a Couplet is to interlace the phrases of the two sentences evenly.

In learning a language, the great difficulty is to reproduce the genuine foreign forms of speech with exactness. Mastery effectually solves this difficulty.

The First Couplet contains 35 words, by *mastering* which beginners obtain possession of 128 idiomatic sentences of 17 words each. This requires resolute persistence in interchanging the English phrases and translating the altered sentences one after another with great rapidity. Let it not be supposed that sentences thus naturalised can be soon forgotten, nor that they can be of no further use than to express the ideas conveyed by their English versions. The number of the Variations is insignificant when compared with the fructifying character of the acquisition, inasmuch as the sentences thus mastered and daily rehearsed will spontaneously and almost involuntarily lead the learner to the accurate formation of similar sentences whenever they may be required.

The durability of the impressions made on the memory by reading a foreign sentence aloud with great rapidity, and therefore with unwonted frequency, will satisfy every unbiassed mind that Mastery will enable beginners to naturalise foreign modes of speech, whilst, on the other hand, the Diversification of Mastered sentences will be found to impart a most unusual facility in wielding foreign words in their proper order and in their proper forms.

See also ' Directions to Beginners.'

COUPLED SENTENCES TO BE STUDIED AFTER PAGE 37 OF THIS MANUAL.

I.

How much What	must I give must we pay	for a carriage for a cab	to take my to take your	servant sister	and her luggage and the children	to the station? to the hotel?
Combien Que	dois-je donner *faut-il que nous donnions*	*pour une voiture* pour un fiacre	pour conduire ma *pour conduire votre*	*domestique* sœur	et son bagage *et les enfants*	*à la gare*? à l'hôtel?

II.

Call my Call your	brother cousin	at half-past at a quarter before	eight, seven,	because he has occasion to go because he wishes to go	to his tailor's to his aunt's	and then and afterwards	to the physician's. to the banker's.
Éveillez mon Éveillez votre	frère *cousin*	*à huit heures* à sept heures	et demie, *moins un quart,*	*car il a besoin d'aller* car il désire aller	chez son tailleur *chez sa tante*	*et ensuite* et puis	chez le médecin. *chez le banquier.*

III.

When you go out If you go out	this evening, this morning,	ask your ask my	cousin niece	when she will send if she will allow	her little boy her little girl	to spend two or three to spend four or five	days hours	with me. with us.
Quand vous sortirez Si vous sortez	ce soir, *ce matin,*	*demandez à votre* demandez à ma	cousine *nièce*	*quand elle enverra* si elle veut permettre à	son petit garçon *sa petite fille*	*passer deux ou trois* de passer quatre ou cinq	jours *heures*	*avec moi.* avec nous.

IV.

Now that	he is they are	travelling at Paris	I shall spend I hope to spend	two or three four or five	months weeks	with my with your	friend cousin	the young the old	clergyman. tutor.
Pendant	qu'il est	*en voyage*	je passerai	*deux ou trois*	mois	*avec mon*	ami	*le jeune*	pasteur.
Maintenant	*qu'ils sont*	à Paris	*j'espère aller passer*	quatre ou cinq	*semaines*	avec votre	*cousin*	le vieux	*précepteur.*

V.

Tell Ask	the shoemaker the porter	to bring me to send us	the boots the bill	to-day to-morrow	after before	six o'clock. nine o'clock.
Dites au	*cordonnier*	de m'apporter	*les bottines*	aujourd'hui	*après*	six heures.
Priez le	concierge	*de nous envoyer*	le compte	*demain*	avant	neuf heures.

VI.

Will not Cannot	your his	father brother	read examine	this morning this evening	the letters the lists	which I wrote which I copied	for him for you	yesterday ? the day before yesterday ?
Monsieur votre	père	*ne veut-il pas*	lire	*ce matin*	les lettres	*que j'ai écrites*	pour lui	*hier ?*
Monsieur son	*frère*	ne peut-il pas	*examiner*	ce soir	*les listes*	que j'ai copiées	*pour vous*	avant hier ?

VII.

Do you know Do you not know	when your when their	brother father	will return me will bring us	my the	four five	French Italian	books journals	which I which we	left for him lent him	more than nearly	ten six	days ago ? weeks ago ?
Savez-vous	*quand votre*	frère	*me* renverra	*mes*	quatre	*livres*	français	*que je*	*lui ai* laissés	*il y a plus de*	dix	*jours ?*
ne savez-vous pas	quand leur	*père*	nous *rapportera*	les	*cinq*	journaux	*italiens*	que nous	lui avons *prêtés*	il y a près de	*six*	semaines ?

1. *Why will you not come back with your cousins?* . . . .
2. Why not come back with your cousin?
3. Why will your cousin not come?
4. Your cousins will not come back with you.
5. Will you come with your cousins?
6. Your cousins will come back with you.
7. Come back with your cousin!
8. Will not your cousin come with you?
9. . . . . *And do me the favour of calling with me to-morrow.* . . . .
10. Will you do me the favour of coming with me?
11. Will your cousins do me the favour of coming back with me?
12. Will not your cousins come back with you?
13. Do me the favour of coming back to-morrow with your cousin.
14. Why will not your cousins come with you and me?
15. Will your cousin do me the favour to call with me?
16. . . . . *at the house of the brother of our friend?*
17. Will not your brothers come to my house to-morrow?
18. Will you not come back with our friends and me?
19. Why will not your friends come back to your brother's?
20. Will you and your brothers do me the favour of coming back to my house?
21. Why will you not come and call on our brothers' friends?
22. Will not your brother visit at your cousin's?
23. Will the brothers of our friend come back to our house?
24. Come back to our cousins' house with our friends to-morrow!
25. Will not you and your friends come to our house?
26. *But did he say that she wanted some books and pencils?*
27. Did your friend say that he wanted to call at our house?
28. Will you and your brother want some books to-morrow?
29. Did not your friends want to visit our cousins?
30. But he says that he wants some pencils and pens.
31. Do you not want to visit some of your friends?
32. But does he say that he does not want to visit our brother?
33. She said she did not want that book, but some pencils.
34. But does he say that he and his brother want pencils?
35. He says that he will want some pens to-morrow.
36. She says that he does not want your brother's book.
37. Some friends of yours want to come back with me.
38. Do you say that he will want some pencils?
39. But he said that he wanted to visit you!
40. *Whose is this cigar-case? Is it yours or theirs?*
41. Their friends say that this pencil is not yours, but theirs.
42. They said they did not want books, but pens.
43. Whose is this? Is it not your brother's cigar-case?
44. That cigar-case is not ours, and he says it is not yours!
45. They want their cigar-case. Is this it or is it yours?
46. Who will do me the favour of coming with me to my house?
47. Does he want a cigar? No! he wants a book.
48. If you and he want cigars, come back to my house!
49. She does not want pencils, but she will want that book!
50. Is this the pencil that you wanted, or is it theirs?

DESIROUS OF LEARNING ENGLISH.

1. *Pourquoi ne voulez-vous pas revenir avec vos cousins ? . .*
2. Pourquoi ne pas revenir avec votre cousin ?
3. Pourquoi votre cousin ne veut-il pas venir ?
4. Vos cousins ne veulent pas revenir avec vous.
5. Est-ce que vous viendrez avec mesdames vos cousines ?
6. Vos cousins reviendront avec vous.
7. Revenez avec monsieur votre cousin !
8. Mdlle. votre cousine ne viendra-t-elle pas avec vous ?
9. . . . . *Et me faire le plaisir de passer avec moi demain.* . . . .
10. Voulez-vous me faire le plaisir de venir avec moi ?
11. Vos cousines veulent-elles me faire le plaisir de revenir avec moi ?
12. Est-ce que vos cousins ne reviendront pas avec vous ?
13. Faites-moi le plaisir de revenir demain avec votre cousin.
14. Pourquoi vos cousines ne reviendront-elles pas avec vous et moi ?
15. Votre cousin me fera-t-il le plaisir de passer avec moi ?
16. . . . . *Chez le frère de notre ami ?*
17. Est-ce que vos frères ne veulent pas venir chez moi demain ?
18. Ne voulez-vous pas revenir avec nos amis et moi ?
19. Pourquoi vos amis ne veulent-ils pas revenir chez votre frère ?
20. Voulez-vous, vous et vos frères, me faire le plaisir de revenir chez moi ?
21. Pourquoi ne voulez-vous pas venir visiter les amis de nos frères ?
22. Est-ce que votre frère n'ira pas en visite chez votre cousine ?
23. Est-ce que les frères de notre ami reviendront chez nous ?
24. Revenez demain avec nos amis à la maison de nos cousins !
25. Est-ce que vous et vos amis ne viendrez pas chez nous ?
26. *Mais a-t-il dit qu'elle avait besoin de livres et de crayons ?*
27. Votre ami a-t-il dit qu'il avait besoin de passer chez nous ?
28. Votre frère et vous, aurez-vous besoin de livres demain ?
29. Vos amis n'avaient-ils pas besoin de rendre visite à nos cousins ?
30. Mais il dit qu'il a besoin de crayons et de plumes !
31. N'avez-vous pas besoin de visiter quelques-uns de vos amis ?
32. Mais dit-il qu'il n'a pas besoin de passer chez notre frère ?
33. Elle a dit qu'elle n'avait pas besoin de ce livre, mais bien de crayons.
34. Mais dit-il que lui et son frère ont besoin de crayons ?
35. Il dit qu'il aura besoin de plumes demain.
36. Elle dit qu'il n'a pas besoin du livre de votre frère.
37. Quelques-uns de vos amis ont besoin de revenir avec moi.
38. Est-ce que vous dites, qu'il aura besoin de quelques crayons ?
39. Mais il a dit qu'il avait besoin de passer chez vous.
40. *À qui est ce porte-cigares ? Est-ce le vôtre ou le leur ?*
41. Leurs amis disent que ce crayon n'est pas le vôtre, mais le leur.
42. Elles ont dit qu'elles n'avaient pas besoin de livres, mais bien de plumes.
43. À qui est ceci ? N'est-ce pas le porte-cigares de votre frère ?
44. Ce porte-cigares n'est pas le nôtre, et il dit que ce n'est pas le vôtre.
45. Ils ont besoin de leur porte-cigares. Est-ce celui-ci, ou est-ce le vôtre ?
46. Qui veut me faire le plaisir de venir chez moi avec moi ?
47. A-t-il besoin d'un cigare ? Non ! il a besoin d'un livre ?
48. Si vous avez besoin de cigares, vous et lui, revenez chez moi !
49. Elle n'a pas besoin de crayons, mais elle aura besoin de ce livre !
50. Ceci est-ce le crayon dont vous aviez besoin, ou est-ce le leur ?

THE MASTERY SERIES.

FRENCH.

FIRST SENTENCE.

No. I.

Why will you not . . .

1. Why do you wish?
2. You will.
3. You are not willing.
4. Do you wish?
5. Are you not willing?
6. What! are you not willing?
7. Not for you!

No. II.

. . . do me the favour . . .

1. Will you do me the favour?
2. Are you willing to do it?
3. You do not wish to do me the favour.
4. Will you have it done?
5. Why are you resolved not to do me the favour?
6. You wish to do me the favour.
7. What! are you not willing to do me the favour?
8. Why are you unwilling to have it made?

FIRST SENTENCE.

Why will you not do me the favour of calling with me to-morrow upon our brother's friend in New Street?

No. I.

Pourquoi ne voulez-vous pas . . .
For-what not will you not . . .

1. Pourquoi voulez-vous?
2. Vous voulez.
3. Vous ne voulez pas.
4. Voulez-vous?
5. Ne voulez-vous pas?
6. Quoi! ne voulez-vous pas?
7. Pas pour vous!

No. II.

me faire le plaisir . . .
me to-do the pleasure . . .

1. Voulez-vous me faire le plaisir?
2. Voulez-vous le faire?
3. Vous ne voulez pas me faire le plaisir.
4. Voulez-vous le faire faire?
5. Pourquoi ne voulez-vous pas me faire le plaisir?
6. Vous voulez me faire le plaisir.
7. Quoi! ne voulez-vous pas me faire le plaisir?
8. Pourquoi ne voulez-vous pas le faire faire?

No. III.

. . . of calling with me to-morrow . . .

1. Do you wish to call with me to-morrow?
2. Will you do me the favour of calling?
3. Do you not wish to call with me?
4. Do you not wish to call to-morrow?
5. Why are you not willing to call to-morrow?
6. You will not do me the favour of calling with me to-morrow.
7. Why will you not do me the favour of calling with me?
8. You will do me the favour of calling to-morrow with me.
9. Why do you wish to have it done to-morrow?
10. Will you do it to-morrow?
11. Will you not do it with me?

No. IV.

. . . at the house of our friend's brother . . .

1. Do you not wish to call on the brother of our friend?
2. You wish to call with me on our friend.
3. Will you do me the favour of calling with me on the brother of our friend to-morrow?
4. Why do you wish to call on the brother of our friend with me?
5. Why will you not call to-morrow on our friend?
6. Why will you not do me the favour of calling to-morrow on the brother of our friend?
7. You will do me the favour of calling on the brother of our friend.
8. You will do me the favour of calling to-morrow with me on the brother of our friend.
9. Will you make it at our brother's house?

No. V.

. . . in the new street.

1. Why call to-morrow on our friend in New Street?
2. Do you not wish to call with me on the brother of our friend in New Street?
3. You wish to call on our friend in the new street.
4. *Why will you* not call on our friend?

No. III.

de passer avec moi demain . . .
of to-call with me to-morrow . . .

1. Voulez-vous passer avec moi demain ?
2. Voulez-vous me faire le plaisir de passer ?
3. Ne voulez-vous pas passer avec moi ?
4. Ne voulez-vous pas passer demain ?
5. Pourquoi ne voulez-vous pas passer demain ?
6. Vous ne voulez pas me faire le plaisir de passer avec moi demain.
7. Pourquoi ne voulez-vous pas me faire le plaisir de passer avec moi ?
8. Vous voulez me faire le plaisir de passer demain avec moi.
9. Pourquoi voulez-vous le faire faire demain ?
10. Voulez-vous le faire demain ?
11. Ne voulez-vous pas le faire avec moi ?

No. IV.

chez le frère de notre ami . . .
at-the-house-of the brother of our friend . . .

1. Ne voulez-vous pas passer chez le frère de notre ami ?
2. Vous voulez passer avec moi chez notre ami.
3. Voulez-vous me faire le plaisir de passer chez le frère de notre ami avec moi demain ?
4. Pourquoi voulez-vous passer chez le frère de notre ami avec moi ?
5. Pourquoi ne voulez-vous pas passer demain chez notre ami ?
6. Pourquoi ne voulez-vous pas me faire le plaisir de passer demain chez le frère de notre ami ?
7. Vous voulez me faire le plaisir de passer chez le frère de notre ami.
8. Vous voulez me faire le plaisir de passer demain avec moi chez le frère de notre ami.
9. Voulez-vous le faire chez notre frère ?

No. V.

dans la rue neuve ?
in the street new ?

1. Pourquoi passer demain chez notre ami dans la rue Neuve ?
2. Ne voulez-vous pas passer avec moi chez le frère de notre ami dans la rue Neuve ?
3. Vous voulez passer chez notre ami dans la rue neuve.
4. Pourquoi ne voulez-vous pas passer chez notre ami ?

5. Why will you call with me to-morrow on the brother of our friend in New Street?
6. Will you not do me the favour of calling with me on our friend in New Street?
7. You wish to call with me to-morrow on our friend in New Street.
8. Why will you not do me the favour of calling on the brother of our friend in the new street?

SECOND SENTENCE.

No. VI.

1. You want to call on our friend.
2. You do not want to do it.
3. Do you not want to call on our brother?
4. Why do you want to call in New Street?
5. Why do you not want to have it done?
6. Do you want to call on our friend?
7. You do not want to call on our brother.
8. You want to call with me.

No. VII.

1. Do you want to go to London to-morrow?
2. You want to go to London with our friend.
3. Why do you wish to go to-day?
4. Why do you wish to go to London with me?
5. Do you not want to go to London?
6. Is it not necessary for you to go to-day to London?
7. Why will you not go to London to-day to call on our friend?
8. Do you not wish to go to London with me?
9. You want to go to London to-morrow to the new street.
10. You do not wish to go to-day into New Street with our friend's

*ot-w*herewith to make it?

5. Pourquoi voulez-vous passer avec moi demain chez le frère de notre ami dans la rue Neuve?
6. Ne voulez-vous pas me faire le plaisir de passer avec moi chez notre ami dans la rue Neuve?
7. Vous voulez passer avec moi demain chez notre ami dans la rue Neuve.
8. Pourquoi ne voulez-vous pas me faire le plaisir de passer dans la rue neuve chez le frère de notre ami?

SECOND SENTENCE.

Do you not want to go to London to-day, before your morning walk, to the French shoemaker's, to have your boots stretched?

No. VI.

N'avez-vous pas besoin . . .
Not have you not want . . .

1. Vous avez besoin de passer chez notre ami.
2. Vous n'avez pas besoin de le faire.
3. N'avez-vous pas besoin de passer chez notre frère?
4. Pourquoi avez-vous besoin de passer dans la rue Neuve?
5. Pourquoi n'avez-vous pas besoin de le faire faire?
6. Avez-vous besoin de passer chez notre ami?
7. Vous n'avez pas besoin de passer chez notre frère.
8. Vous avez besoin de passer avec moi.

No. VII.

d'aller à Londres aujourd'hui . . .
of to-go to London to-day . . .

1. Avez-vous besoin d'aller à Londres demain?
2. Vous avez besoin d'aller à Londres avec notre ami.
3. Pourquoi voulez-vous aller aujourd'hui?
4. Pourquoi voulez-vous aller à Londres avec moi?
5. N'avez-vous pas besoin d'aller à Londres?
6. N'avez-vous pas besoin d'aller aujourd'hui à Londres
7. Pourquoi ne voulez-vous pas aller à Londres pour passer chez notre ami aujourd'hui?
8. Ne voulez-vous pas aller à Londres avec moi?
9. Vous avez besoin d'aller à Londres demain, à la rue neuve?
10. Vous ne voulez pas aller aujourd'hui dans la rue Neuve avec le frère de notre ami.
11. N'avez-vous pas de quoi le faire?

No. VIII.

1. Do you want to go to London before your walk?
2. Do you not wish to go to London before your morning walk, to call upon our brother?
3. Do you not want to call on your friend before our morning walk?
4. You want to go to London before our friend does.
5. Why will you not go into New Street to-day before the morning walk?
6. Why do you wish to go to London to-morrow morning before calling upon our brother?
7. Why do you need to go to London to-day with our brother before our morning walk?
8. Why do you wish to call on our friend with me before going to London?
9. You do not want to call on your brother before our morning walk.
10. Do you wish to go to London with me to-morrow morning?

No. IX.

1. Why do you want to go to the French shoemaker's?
2. Will you call to-morrow at our shoemaker's before your morning walk?
3. Do you not want to go to-day to London to your shoemaker's?
4. Will you go to-morrow with me to the French shoemaker's?
5. Do you not want to go to-day to your friend's shoemaker's?
6. You want to call with me at our shoemaker's before your morning walk.
7. Why will you not go to-day to London, to the French shoemaker's?
8. Do you not wish to go with me into New Street, to your shoemaker's?
9. You do not need to go to London to-morrow, to the French shoemaker's, before our morning walk.
10. You want to go to the shoemaker's brother to-day, before your morning walk.

No. X.

1. *Do you* want to go to London to have your boots stretched?

No. VIII.

avant votre promenade du matin . . .
before your walk of-the morning . . .

1. Avez-vous besoin d'aller à Londres avant votre promenade?
2. Ne voulez-vous pas aller à Londres avant votre promenade du matin pour passer chez notre frère?
3. N'avez-vous pas besoin de passer chez votre ami avant notre promenade du matin?
4. Vous avez besoin d'aller à Londres avant notre ami.
5. Pourquoi ne voulez-vous pas aller dans la rue Neuve aujourd'hui avant la promenade du matin?
6. Pourquoi voulez-vous aller à Londres demain matin avant de passer chez notre frère?
7. Pourquoi avez-vous besoin d'aller à Londres aujourd'hui avec notre frère avant notre promenade du matin?
8. Pourquoi voulez-vous passer chez notre ami avec moi avant d'aller à Londres?
9. Vous n'avez pas besoin de passer chez votre frère avant notre promenade du matin.
10. Voulez-vous aller à Londres avec moi demain matin?

No. IX.

chez le cordonnier français . . .
to-the-house-of the shoemaker French . . .

1. Pourquoi avez-vous besoin d'aller chez le cordonnier français?
2. Voulez-vous passer demain chez notre cordonnier avant votre promenade du matin?
3. N'avez-vous pas besoin d'aller aujourd'hui à Londres chez votre cordonnier?
4. Voulez-vous aller demain avec moi chez le cordonnier français?
5. N'avez-vous pas besoin d'aller aujourd'hui chez le cordonnier de votre ami?
6. Vous avez besoin de passer avec moi chez notre cordonnier avant notre promenade du matin.
7. Pourquoi ne voulez-vous pas aller aujourd'hui à Londres, chez le cordonnier français?
8. Ne voulez-vous pas aller avec moi dans la rue Neuve, chez votre cordonnier?
9. Vous n'avez pas besoin d'aller à Londres demain, avant notre promenade du matin, chez le cordonnier français.
10. Vous avez besoin de passer aujourd'hui chez le frère du cordonnier avant votre promenade du matin.

No. X.

pour faire élargir vos bottines?
for to-make to-widen your boots?

1. Avez-vous besoin d'aller à Londres pour faire élargir vos bottines

2. Do you wish to go to London to-day to have your boots stretched?

3. You want to go to-morrow to London to have your boots stretched at the French shoemaker's.

4. Why do you not wish to go before your morning walk to our shoemaker's for your boots?

5. Do you not want to call to-morrow at your shoemaker's, to have your boots stretched?

6. Why will you not go to-day to London for your boots?

7. You do not want to call to-morrow morning, on the shoemaker of our friend, to have your boots stretched, before your morning walk.

8. Do you not wish to call to-day in New Street, at your friend's shoemaker's, for your boots?

9. Do you not want to go to London to-day, to the French shoemaker's, to have your boots stretched, before your morning walk?

THIRD SENTENCE.

No. XI.

1. Must I give your boots to our brother?

2. It is necessary to give our friend the pleasure of calling upon our brother.

3. Must I not call upon your brother to-morrow?

4. I must not give your boots to your brother.

5. Why is it necessary for me to give it to our friend?

6. Why must I not give it to-day?

7. I must call to-day at the shoemaker's.

8. I must not give your boots to your shoemaker in New Street to-morrow.

9. How much must I give for your boots?

10. How much must I give for my share?

11. I must call to-morrow at the house of our brother's shoemaker.

12. Do you not want to give your boots to your shoemaker?

2. Voulez-vous aller à Londres aujourd'hui pour faire élargir vos bottines ?
3. Vous avez besoin d'aller demain à Londres pour faire élargir vos bottines chez le cordonnier français.
4. Pourquoi ne voulez-vous pas aller avant votre promenade du matin chez notre cordonnier pour vos bottines ?
5. N'avez-vous pas besoin de passer demain chez votre cordonnier, pour faire élargir vos bottines ?
6. Pourquoi ne voulez-vous pas aller aujourd'hui à Londres pour vos bottines ?
7. Vous n'avez pas besoin de passer demain matin, avant votre promenade, chez le cordonnier de notre ami, pour faire élargir vos bottines.
8. Ne voulez-vous pas passer aujourd'hui dans la rue Neuve, chez le cordonnier de votre ami, pour vos bottines ?
9. N'avez-vous pas besoin d'aller à Londres aujourd'hui, avant votre promenade du matin, chez le cordonnier français, pour faire élargir vos bottines ?

THIRD SENTENCE.

How much must I give to the driver of this cab to take my father to the Bank after his lunch, and take him home again, about half-past five?

No. XI.

Combien faut-il que je donne . . .
How-much is-it-necessary that I give . . .

1. Faut-il que je donne vos bottines à notre frère ?
2. Il faut faire à notre ami le plaisir de passer chez notre frère.
3. Ne faut-il pas que je passe chez votre frère demain ?
4. Il ne faut pas que je donne vos bottines à votre frère.
5. Pourquoi faut-il que je le donne à notre ami ?
6. Pourquoi ne faut-il pas que je le donne aujourd'hui ?
7. Il faut que je passe aujourd'hui chez le cordonnier.
8. Il ne faut pas que je donne demain vos bottines à votre cordonnier dans la rue Neuve.
9. Combien faut-il que je donne pour vos bottines ?
10. Combien faut-il que je donne pour moi ?
11. Il faut que je passe demain chez le cordonnier de notre frère.
12. N'avez-vous pas besoin de donner vos bottines à votre cordonnier ?

No. XII.

1. How much must I give to my brother's coachman?
2. Do you wish me to give it to the driver of this cab?
3. Must I not pay the driver of the cab?
4. Our friend must not give to this driver.
5. How much must I give to the driver?
6. Why is it necessary for my brother to give to this cabman?
7. Must I give your boots to the driver of this cab for you?
8. Must my friend give to the driver of the cab for me?
9. I must not call at the shoemaker's to-day.
10. I must call on this cabman to-morrow.
11. Why must I not give this morning to the driver of the cab?
12. How much must I give to-morrow morning to the driver of this cab?
13. Your brother must call upon me to-morrow.
14. The shoemaker must give me your boots to-day.

No. XIII.

1. How much must I pay to take my father to the Bank?
2. Must I pay the coachman to take your brother to the Bank?
3. I must not pay the driver of this cab to take my father to his friend's.
4. I must pay this driver to take me to London, to our friend's.
5. How much must I give to the driver of the cab to take you to the Bank with me this morning?
6. Why must I not pay the driver of this cab to take our father into New-Street?
7. Why must I not pay this cabman to take the father of our friend to the French shoemaker's?
8. Must I not pay the driver of this cab to take my father to the Bank, before our morning walk?
9. Have you wherewith to make it?
10. Do you wish me to call upon your brother to-morrow?
11. *Will you take me* to our friend's house?

No. XII.

au cocher de ce fiacre . . .
to-the driver of this cab . . .

1. Combien faut-il que je donne au cocher de mon frère ?
2. Voulez-vous que je le donne au cocher de ce fiacre ?
3. Ne faut-il pas que je donne au cocher du fiacre ?
4. Il ne faut pas que notre ami donne à ce cocher.
5. Combien faut-il que je donne au cocher ?
6. Pourquoi faut-il que mon frère donne à ce cocher ?
7. Faut-il que je donne vos bottines au cocher de ce fiacre pour vous ?
8. Faut-il que mon ami donne au cocher du fiacre pour moi ?
9. Il ne faut pas que je passe chez le cordonnier aujourd'hui.
10. Il faut que je passe chez ce cocher demain.
11. Pourquoi ne faut-il pas que je donne ce matin au cocher du fiacre ?
12. Combien faut-il que je donne demain matin au cocher de ce fiacre ?
13. Il faut que votre frère passe chez moi demain.
14. Il faut que le cordonnier me donne vos bottines aujourd'hui.

No. XIII.

pour conduire mon père à la Banque . . .
for to-conduct my father to the Bank . . .

1. Combien faut-il que je donne pour conduire mon père à la Banque ?
2. Faut-il que je donne au cocher pour conduire votre frère à la Banque ?
3. Il ne faut pas que je donne au cocher de ce fiacre pour conduire mon père chez son ami.
4. Il faut que je donne à ce cocher pour me conduire à Londres, chez notre ami.
5. Combien faut-il que je donne au cocher du fiacre pour vous conduire à la Banque, avec moi, ce matin ?
6. Pourquoi ne faut-il pas que je donne au cocher de ce fiacre pour conduire notre père dans la rue Neuve ?
7. Pourquoi ne faut-il pas que je donne à ce cocher pour conduire le père de notre ami chez le cordonnier français ?
8. Ne faut-il pas que je donne au cocher de ce fiacre pour conduire mon père à la Banque avant notre promenade du matin ?
9. Avez-vous de quoi le faire ?
10. Voulez-vous que je passe chez votre frère demain ?
11. Voulez-vous me conduire chez notre ami ?

No. XIV.

1. How much must I give to take my father to London after his lunch?

2. Must I pay this cabman to take you to the Bank after your breakfast?

3. Must I not pay the driver of this cab to take me to my friend's after my lunch?

4. I must pay the driver of the cab to take my brother with me to the Bank after our morning walk.

5. Will you not take my father to the Bank to-day before his breakfast?

6. How much must I give to this cabman to take my friend to New Street, to-morrow morning, before his lunch?

7. Why must I not pay the coachman of your brother to take me with my father, before our lunch, to the French shoemaker's in New Street?

8. Do you not want to go to the Bank to-day after your lunch?

9. Will you not take me to London to your friend's father's before my lunch?

No. XV.

1. Am I not to give to the driver of this cab to take my father to London, and take him home again?

2. I must pay the cabman to take your brother home again before his lunch.

3. How much must I give to take our friend to the Bank, and bring him home again after our morning walk?

4. Why must I pay this cabman to take me to the French shoemaker's and home again?

5. Why must I not pay the driver of the cab for taking you home again?

6. I must not pay your coachman to take my brother home before lunch.

7. Will you take me to the Bank and bring me home with my father to-day after our morning walk?

8. You need not take me back to London to-day before breakfast.

9. Why will you not take to-morrow my friend's father to New [redacted] *him home* before his lunch?

No. XIV.

après son second déjeûner . . .
after his second breakfast . . .

1. Combien faut-il que je donne pour conduire mon père à Londres après son second déjeûner ?
2. Faut-il que je donne à ce cocher pour vous conduire à la Banque après votre déjeûner ?
3. Ne faut-il pas que je donne au cocher de ce fiacre pour me conduire chez mon ami après mon second déjeûner ?
4. Il faut que je donne au cocher du fiacre pour conduire mon frère avec moi à la Banque, après notre promenade du matin.
5. Ne voulez-vous pas conduire mon père à la Banque aujourd'hui avant son déjeûner ?
6. Combien faut-il que je donne à ce cocher pour conduire mon ami dans la rue Neuve demain matin avant son second déjeûner ?
7. Pourquoi ne faut-il pas que je donne au cocher de votre frère pour me conduire avec mon père, avant notre second déjeûner, dans la rue Neuve, chez le cordonnier français ?
8. N'avez-vous pas besoin d'aller à la Banque aujourd'hui après votre second déjeûner ?
9. Ne voulez-vous pas me conduire à Londres, avant mon second déjeûner, chez le père de votre ami ?

No. XV.

et le ramener chez lui . . .
and him to-bring-back to-the-house of-him . . .

1. Ne faut-il pas que je donne au cocher de ce fiacre pour conduire mon père à Londres et le ramener chez lui ?
2. Il faut que je donne au cocher pour ramener votre frère chez lui avant son second déjeûner.
3. Combien faut-il que je donne pour conduire notre ami à la Banque, et le ramener chez lui après notre promenade du matin ?
4. Pourquoi faut-il que je donne à ce cocher pour me conduire chez le cordonnier français et me ramener chez moi ?
5. Pourquoi ne faut-il pas que je donne au cocher du fiacre pour vous ramener chez vous ?
6. Il ne faut pas que je donne à votre cocher pour ramener mon frère chez lui avant le second déjeûner.
7. Voulez-vous me conduire à la Banque et me ramener chez moi avec mon père, aujourd'hui, après notre promenade du matin ?
8. Vous n'avez pas besoin de me ramener à Londres aujourd'hui avant le déjeûner.
9. Pourquoi ne voulez-vous pas conduire demain le père de mon ami dans la rue Neuve, et le ramener chez lui avant son second déjeûner ?

No. XVI.

1. Will you take my father home about five o'clock?

2. How much must I give to take my father to London to the shoemaker's, and take him home again about half past five?

3. Do you not want to go to-day to the Bank with your father, before five?

4. Must I not pay the driver of this cab to take my father to London, before his breakfast, and take him back again with me about five?

5. Why take him home again to-morrow after half past five?

6. Why will you not do me the favour of taking him home with me and my friend before five o'clock?

7. I must give your boots to the French shoemaker to-day before half past five.

8. How much must I pay to take me to-day to the Bank, and take me home to-morrow about five o'clock?

9. Will you not take me back to London with my father, my brother, and his friend, after the lunch and before five o'clock?

10. How much must I pay the driver of this cab to take my friend to New Street after his lunch, and home again about half past five?

FOURTH SENTENCE.

No. XVII.

1. Tell the waiter to go to the Bank to-morrow morning.

2. Tell the waiter, if you please, not to go to London to-day.

3. Do not tell the waiter to call on our friend.

4. Do not tell this waiter, if you please, to go with you.

5. Do not tell the waiter, if you please, to go into New Street after five o'clock.

6. Tell the waiter, if you please, to call on my father.

7. Tell my friend, if you please, to go to the Bank for me.

8. *Do not tell the* waiter to go to my shoemaker's.

No. XVI.

vers cinq heures et demie ?
towards five hours and half ?

1. Voulez-vous ramener mon père chez lui vers cinq heures ?
2. Combien faut-il que je donne pour conduire mon père à Londres chez le cordonnier, et le ramener chez lui vers cinq heures et demie ?
3. N'avez-vous pas besoin d'aller aujourd'hui à la Banque avec votre père, avant cinq heures ?
4. Ne faut-il pas que je donne au cocher de ce fiacre pour conduire mon père à Londres avant son déjeûner, et le ramener avec moi chez lui vers cinq heures ?
5. Pourquoi le ramener chez lui demain après cinq heures et demie ?
6. Pourquoi ne voulez-vous pas me faire le plaisir de le ramener chez lui avec moi et mon ami, avant cinq heures ?
7. Il faut que je donne vos bottines au cordonnier français aujourd'hui avant cinq heures et demie.
8. Combien faut-il que je donne pour me conduire aujourd'hui à la Banque, et me ramener chez moi demain vers cinq heures ?
9. Ne voulez-vous pas me ramener à Londres avec mon père, mon frère et son ami, après le second déjeûner, et avant cinq heures ?
10. Combien faut-il que je donne au cocher de ce fiacre pour conduire mon ami dans la rue Neuve, après son second déjeûner, et le ramener chez lui vers cinq heures et demie ?

FOURTH SENTENCE.

Tell the waiter, if you please, to bring me every day, without fail, at seven o'clock, or sooner if he can, a jug of hot water, a cup of coffee with milk, and my clothes well brushed.

No. XVII.

Dites au garçon, je vous prie . . .
Tell to-the waiter, I you pray . . .

1. Dites au garçon d'aller à la Banque demain matin.
2. Dites, je vous prie, au garçon de ne pas aller aujourd'hui à Londres.
3. Ne dites pas au garçon de passer chez notre ami.
4. Ne dites pas à ce garçon, je vous prie, d'aller avec vous.
5. Ne dites pas, je vous prie, au garçon d'aller dans la rue Neuve après cinq heures.
6. Dites au garçon, je vous prie, de passer chez mon père.
7. Dites, je vous prie, à mon ami, d'aller à la Banque pour moi.
8. Ne dites pas au garçon d'aller chez mon cordonnier.

2. Do you wish to go to London to-day to have your boots stretched?

3. You want to go to-morrow to London to have your boots stretched at the French shoemaker's.

4. Why do you not wish to go before your morning walk to our shoemaker's for your boots?

5. Do you not want to call to-morrow at your shoemaker's, to have your boots stretched?

6. Why will you not go to-day to London for your boots?

7. You do not want to call to-morrow morning, on the shoemaker of our friend, to have your boots stretched, before your morning walk.

8. Do you not wish to call to-day in New Street, at your friend's shoemaker's, for your boots?

9. Do you not want to go to London to-day, to the French shoemaker's, to have your boots stretched, before your morning walk?

THIRD SENTENCE.

No. XI.

1. Must I give your boots to our brother?

2. It is necessary to give our friend the pleasure of calling upon our brother.

3. Must I not call upon your brother to-morrow?

4. I must not give your boots to your brother.

5. Why is it necessary for me to give it to our friend?

6. Why must I not give it to-day?

7. I must call to-day at the shoemaker's.

8. I must not give your boots to your shoemaker in New Street to-morrow.

9. How much must I give for your boots?

10. How much must I give for my share?

11. I must call to-morrow at the house of our brother's shoemaker.

12. Do you not want to give your boots to your shoemaker?

2. Voulez-vous aller à Londres aujourd'hui pour faire élargir vos bottines ?
3. Vous avez besoin d'aller demain à Londres pour faire élargir vos bottines chez le cordonnier français.
4. Pourquoi ne voulez-vous pas aller avant votre promenade du matin chez notre cordonnier pour vos bottines ?
5. N'avez-vous pas besoin de passer demain chez votre cordonnier, pour faire élargir vos bottines ?
6. Pourquoi ne voulez-vous pas aller aujourd'hui à Londres pour vos bottines ?
7. Vous n'avez pas besoin de passer demain matin, avant votre promenade, chez le cordonnier de notre ami, pour faire élargir vos bottines.
8. Ne voulez-vous pas passer aujourd'hui dans la rue Neuve, chez le cordonnier de votre ami, pour vos bottines ?
9. N'avez-vous pas besoin d'aller à Londres aujourd'hui, avant votre promenade du matin, chez le cordonnier français, pour faire élargir vos bottines ?

THIRD SENTENCE.

How much must I give to the driver of this cab to take my father to the Bank after his lunch, and take him home again, about half-past five?

No. XI.

Combien faut-il que je donne . . .
How-much is-it-necessary that I give . . .

1. Faut-il que je donne vos bottines à notre frère ?
2. Il faut faire à notre ami le plaisir de passer chez notre frère.
3. Ne faut-il pas que je passe chez votre frère demain ?
4. Il ne faut pas que je donne vos bottines à votre frère.
5. Pourquoi faut-il que je le donne à notre ami ?
6. Pourquoi ne faut-il pas que je le donne aujourd'hui ?
7. Il faut que je passe aujourd'hui chez le cordonnier.
8. Il ne faut pas que je donne demain vos bottines à votre cordonnier dans la rue Neuve.
9. Combien faut-il que je donne pour vos bottines ?
10. Combien faut-il que je donne pour moi ?
11. Il faut que je passe demain chez le cordonnier de notre frère.
12. N'avez-vous pas besoin de donner vos bottines à votre cordonnier ?

No. XX.

1. Tell your waiter, if you please, to bring my breakfast at seven o'clock if he can.
2. Tell him to bring the boots at half past seven, if he cannot do so sooner.
3. Tell the coachman to take me to my friend's at seven o'clock, if he cannot at five.
4. Why will you not do my father the favour to go sooner to the Bank?
5. Will you go to-morrow to London for me, to the French shoemaker's, if my brother cannot?
6. If you want to go to-day to your father's, tell the waiter, if you please, to go with you.
7. Tell your friend to do me the favour to call on my father about five o'clock, or sooner if he can.
8. Tell the driver of this cab, if you please, to take our friend to the Bank at half past seven, or before if he can.
9. How much must I pay to go sooner to London to your shoemaker's?
10. Do not tell the waiter to bring me my breakfast earlier to-day.
11. Tell him, if you please, to bring my lunch sooner to-morrow.

No. XXI.

1. Tell this waiter, if you please, to bring me a little water.
2. Will you bring me a little hot water before half-past seven?
3. Why will you not bring a little hot water to my brother's friend, before his breakfast?
4. Must I not give you a little hot water every day, without fail, before your lunch?
5. How much must I give to the waiter for a little hot water?
6. I need not give him anything for bringing me a little hot water every day at seven o'clock.
7. Tell him to bring me, if he can, a little hot water before he goes to the French shoemaker's.
8. Do you not want to bring a little water to my friend before our morning walk?
9. You do not want to bring the boots with the hot water.
10. *You want to* bring the hot water before you go to London to *have the boots of* my father stretched.

No. XX.

ou plus tôt s'il peut . . .
or more soon if he can . . .

1. Dites, je vous prie, à votre garçon, de m'apporter mon déjeuner à sept heures, s'il peut.
2. Dites-lui d'apporter les bottines à sept heures et demie, s'il ne peut pas plus tôt.
3. Dites au cocher de me conduire chez mon ami à sept heures s'il ne peut pas à cinq.
4. Pourquoi ne voulez-vous pas faire à mon père le plaisir d'aller plus tôt à la Banque?
5. Voulez-vous aller demain pour moi à Londres, chez le cordonnier français, si mon frère ne peut pas?
6. Si vous avez besoin d'aller aujourd'hui chez votre père, dites au garçon, je vous prie, d'aller avec vous.
7. Dites à votre ami de me faire le plaisir de passer chez mon père vers cinq heures, ou plus tôt s'il peut.
8. Dites, je vous prie, au cocher de ce fiacre de conduire notre ami à la Banque, à sept heures et demie, ou avant s'il peut.
9. Combien faut-il que je donne pour aller plus tôt à Londres, chez votre cordonnier?
10. Ne dites pas au garçon de m'apporter mon déjeuner plus tôt aujourd'hui.
11. Dites-lui, je vous prie, d'apporter mon second déjeuner plus tôt demain.

No. XXI.

un peu d'eau chaude . . .
a little water hot . . .

1. Dites, je vous prie, à ce garçon, de m'apporter un peu d'eau.
2. Voulez-vous m'apporter un peu d'eau chaude avant sept heures et demie?
3. Pourquoi ne voulez-vous pas apporter un peu d'eau chaude à l'ami de mon frère, avant son déjeuner?
4. Ne faut-il pas que je vous donne un peu d'eau chaude tous les jours, sans faute, avant votre second déjeuner?
5. Combien faut-il que je donne au garçon pour un peu d'eau chaude?
6. Il ne faut pas que je lui donne pour m'apporter un peu d'eau chaude tous les jours à sept heures.
7. Dites-lui de m'apporter, s'il peut, un peu d'eau chaude avant d'aller chez le cordonnier français.
8. N'avez-vous pas besoin d'apporter peu d'eau à mon ami avant notre promenade du matin?
9. Vous n'avez pas besoin d'apporter les bottines avec l'eau chaude.
10. Vous avez besoin d'apporter l'eau chaude avant d'aller à Londres pour faire élargir les bottines de mon père.

No. XXII.

1. Tell me, if you please, how much I must give for a cup of coffee.

2. How much must I give you for a cup of coffee with milk?

3. And for a cup of coffee without milk?

4. Why will you not bring me every day, before half past seven, a cup of coffee with a little hot water?

5. Will you do me the pleasure to bring a cup of coffee with milk to the friend of my brother before you go to the coachman's?

6. Tell the waiter, if you please, to bring to my father to-morrow morning at seven o'clock, or sooner if he can, a little hot water and a cup of coffee without milk.

7. Tell your waiter to bring me a cup of coffee, and this cab-driver to take me to the Bank.

8. Tell him, if you please, not to bring me the milk in a jug and the hot water in a cup.

9. Will you not bring me every day a cup of coffee with milk, with my lunch?

10. Tell your brother to do me the favour to bring me a cup of coffee before our morning walk.

No. XXIII.

1. Will you bring me my clothes to-morrow morning, about seven o'clock?

2. Do you not want your clothes and your boots at half past seven?

3. Tell your waiter to bring me every day my boots and my clothes well brushed.

4. Can he not bring all my brother's clothes before he brings him his breakfast?

5. He cannot bring your brother's clothes with yours.

6. Why cannot the waiter bring my friend's clothes with the hot water and the cup of coffee?

7. Can he do me the favour to bring me all my clothes well brushed before going to the Bank?

8. How much must I pay the waiter to bring the clothes to my father and my boots to a shoemaker's?

9. Tell my brother, if you please, to go to London to-day, without fail, at seven, or sooner if he can, for my clothes and my boots.

10. Why will you not do me the favour to bring me every day, about half-past seven, my clothes well brushed, a cup of coffee with *milk, and a little hot* water?

No. XXII.

une tasse de café au lait . . .
a cup of coffee to-the milk . . .

1. Dites-moi, je vous prie, combien il faut que je donne pour une tasse de café.
2. Combien faut-il que je vous donne pour une tasse de café au lait?
3. Et pour une tasse de café sans lait?
4. Pourquoi ne voulez-vous pas m'apporter tous les jours, avant sept heures et demie, une tasse de café avec un peu d'eau chaude?
5. Voulez-vous me faire le plaisir d'apporter une tasse de café au lait à l'ami de mon frère avant d'aller chez le cocher?
6. Dites au garçon, je vous prie, d'apporter à mon père demain matin à sept heures, ou plus tôt s'il peut, un peu d'eau chaude et une tasse de café sans lait.
7. Dites à votre garçon de m'apporter une tasse de café, et au cocher de ce fiacre de me conduire à la Banque.
8. Dites-lui, je vous prie, de ne pas m'apporter le lait dans un pot et l'eau chaude dans une tasse.
9. Ne voulez-vous pas m'apporter tous les jours une tasse de café au lait avec mon second déjeûner?
10. Dites à votre frère de me faire le plaisir de m'apporter une tasse de café avant notre promenade du matin.

No. XXIII.

et mes habits bien brossés.
and my clothes well brushed.

1. Voulez-vous m'apporter mes habits demain matin vers sept heures?
2. N'avez-vous pas besoin de vos habits et de vos bottines à sept heures et demie?
3. Dites à votre garçon de m'apporter tous les jours mes bottines et mes habits bien brossés.
4. Ne peut-il pas apporter tous les habits de mon frère avant de lui apporter son déjeûner?
5. Il ne peut pas apporter les habits de votre frère avec vos habits.
6. Pourquoi le garçon ne peut-il pas apporter les habits de mon ami avec l'eau chaude et la tasse de café?
7. Peut-il me faire le plaisir de m'apporter tous mes habits bien brossés avant d'aller à la Banque?
8. Combien faut-il que je donne au garçon pour apporter les habits à mon père et mes bottines chez un cordonnier?
9. Dites à mon frère, je vous prie, d'aller à Londres aujourd'hui, sans faute, à sept heures, ou plus tôt s'il peut, pour mes habits et mes bottines.
10. Pourquoi ne voulez-vous pas me faire le plaisir de m'apporter tous les jours, vers sept heures et demie, mes habits bien brossés, une tasse de café au lait et un peu d'eau chaude?

FIFTH SENTENCE.

No. XXIV.

1. Do you go out every morning to take a walk?
2. Why do you not go out every day before breakfast with your sister and your brother?
3. Will you, if you go out, do me the favour to call on my sister?
4. If you go out after lunch, tell my shoemaker, if you please, to bring me my boots about five o'clock, without fail.
5. Will you not bring my sister a little hot water and a cup of milk?
6. If you go out in a cab to-morrow morning with my father and my sister, will you go to the London Bank for me?
7. How much must my brother give to this cabman to take our sister to New Street?
8. Do you not want to go to-day to the French shoemaker's for your sister's boots?
9. Tell me, if you please, how much my father must pay a cab-driver to take him to London and back to my sister's before half past five?
10. Waiter, will you bring at seven o'clock, without fail, the boots to my sister, and to me all my clothes well brushed?

No. XXV.

1. If you go out before me, will you call on the French book-seller?
2. Ask the shoemaker by the way if he can bring me my boots to-day before my morning walk.
3. Why will you not do my sister the favour of calling at the bookseller's?
4. If you go out, will you go to the shoemaker's in the new street to have my sister's boots stretched?
5. How much must my sister give for a cab to go to her book-seller's?
6. Ask my friend if he can do me the favour of going for me to the bookseller's before lunch.
7. You want to go to-day, without fail, to the Bank and to our *bookseller's.*

FIFTH SENTENCE.

If you go out with my sister, ask the bookseller, by the way, when he will send us the English book which she bought three or four days ago.

No. XXIV.

Si vous sortez avec ma sœur . . .
If you go-out with my sister . . .

1. Sortez-vous tous les matins pour faire une promenade?
2. Pourquoi ne sortez-vous pas tous les jours, avant le déjeûner, avec votre sœur et votre frère?
3. Voulez-vous, si vous sortez, me faire le plaisir de passer chez ma sœur?
4. Si vous sortez après le second déjeûner, dites à mon cordonnier, je vous prie, de m'apporter mes bottines vers cinq heures, sans faute.
5. Ne voulez-vous pas apporter à ma sœur un peu d'eau chaude et une tasse de lait?
6. Si vous sortez en fiacre demain matin avec mon père et ma sœur, voulez-vous aller à la Banque de Londres pour moi?
7. Combien faut-il que mon frère donne à ce cocher pour conduire notre sœur dans la rue Neuve?
8. N'avez-vous pas besoin d'aller aujourd'hui chez le cordonnier français pour les bottines de votre sœur?
9. Dites-moi, je vous prie, combien il faut que mon père donne à un cocher de fiacre, pour le conduire à Londres et le ramener chez ma sœur avant cinq heures et demie.
10. Garçon, voulez-vous apporter à sept heures, sans faute, les bottines à ma sœur, et à moi tous mes habits bien brossés?

No. XXV.

demandez en passant au libraire . . .
ask in passing to-the bookseller . . .

1. Si vous sortez avant moi, voulez-vous passer chez le libraire français?
2. Demandez en passant au cordonnier s'il peut m'apporter mes bottines aujourd'hui avant ma promenade du matin.
3. Pourquoi ne voulez-vous pas faire à ma sœur le plaisir de passer chez le libraire?
4. Si vous sortez, voulez-vous aller chez le cordonnier de la rue neuve pour faire élargir les bottines de ma sœur?
5. Combien faut-il que ma sœur donne à un fiacre pour aller chez son libraire?
6. Demandez à mon ami s'il peut me faire le plaisir d'aller pour moi chez le libraire avant le second déjeûner.
7. Vous avez besoin d'aller aujourd'hui, sans faute, à la Banque et chez notre libraire.

8. Tell the waiter, by the way, to bring me a little hot water before bringing the cup of milk to my sister.

9. Ask the cabman, if you please, how much I must give him to take my sister to the bookseller in the new street.

No. XXVI.

1. When will the shoemaker send my sister's boots?

2. When will you go with my father and my sister to our bookseller's?

3. Ask the waiter, if you please, if he will send us the cab before or after seven.

4. When will you do us the favour of going with us to our friend's?

5. Ask how much I must give him to take us to our sister's bookseller's, and bring us home again before lunch.

6. When do you want to go to the Bank and to the French bookseller's?

7. If you go out before my sister, ask the shoemaker, as you pass, if he will not send me my boots to-day, or to-morrow without fail.

8. He will not send us the boots before our morning walk.

9. When will my sister send the waiter to the Bank?

10. Will he not send us the cab before going to New Street, to the bookseller's?

No. XXVII.

1. When did you buy your boots?

2. If you go out, ask the bookseller by the way when he will send me the French book which my brother has bought for me.

3. Will you bring me the English book which you bought this morning?

4. Tell the waiter, if you please, to go without fail to the bookseller's at five o'clock, or sooner if he can, for a French book which my sister bought this morning.

5. When will he send this book and the English book which my friend has bought for him?

6. Will you do me the favour of taking to-morrow this English book to my sister and this French book to my brother?

7. Have you not bought a French book to-day at a London bookseller's?

8. Is it to-morrow, or the day after, that the English shoemaker will send my friend's sister's boots?

8. Dites en passant au garçon de m'apporter un peu d'eau chaude avant d'apporter la tasse de lait à ma sœur.
9. Demandez, je vous prie, au cocher combien il faut que je lui donne pour conduire ma sœur chez le libraire de la rue neuve.

No. XXVI.

quand est-ce qu'il nous enverra . . .
when is-it that he us will-send . . .

1. Quand est-ce que le cordonnier enverra les bottines de ma sœur?
2. Quand voulez-vous aller avec mon père et ma sœur chez notre libraire?
3. Demandez, je vous prie, au garçon s'il nous enverra le fiacre avant ou après sept heures.
4. Quand est-ce que vous voulez nous faire le plaisir d'aller avec nous chez notre ami?
5. Demandez combien il faut que je lui donne pour nous conduire chez le libraire de notre sœur, et nous ramener chez nous avant le second déjeûner.
6. Quand est-ce que vous avez besoin d'aller à la Banque et chez le libraire français?
7. Si vous sortez avant ma sœur, demandez en passant au cordonnier s'il ne m'enverra pas mes bottines aujourd'hui, ou demain sans faute.
8. Il ne nous enverra pas les bottines avant notre promenade du matin.
9. Quand est-ce que ma sœur enverra le garçon à la Banque?
10. Ne nous enverra-t-il pas le fiacre avant d'aller dans la rue Neuve chez le libraire?

No. XXVII.

le livre anglais qu'elle a acheté . . .
the book English which she has bought . . .

1. Quand est-ce que vous avez acheté vos bottines?
2. Si vous sortez, demandez en passant au libraire quand est-ce qu'il m'enverra le livre français que mon frère a acheté pour moi.
3. Voulez-vous m'apporter le livre anglais que vous avez acheté ce matin?
4. Dites au garçon, je vous prie, d'aller sans faute chez le libraire à cinq heures, ou plus tôt s'il peut, pour un livre français que ma sœur a acheté ce matin.
5. Quand est-ce qu'il enverra ce livre et le livre anglais que mon ami a acheté pour lui?
6. Voulez-vous me faire le plaisir d'apporter demain ce livre anglais à ma sœur et ce livre français à mon frère?
7. N'avez-vous pas acheté un livre français aujourd'hui chez un libraire de Londres?
8. Est-ce demain ou après-demain que le cordonnier anglais enverra les bottines de la sœur de mon ami?

9. Will not the bookseller send before our morning walk the English book which my sister bought for us?
10. The English book which she bought at your bookseller's is for me, and the French book is for our friend's father.
11. Tell the waiter, if you please, to bring me a French book, and my clothes well brushed, at half past seven without fail.

No. XXVIII.

1. Tell my father that my sister bought him a French book three days ago.
2. When will the bookseller send it to her?
3. He will not send her to-day the English book which my father bought her four or five days ago.
4. Ask him, as you pass, when he will send us this English and French book which my brother's friend bought three or four days ago for my brother and sister.
5. Did you not buy your boots at the English shoemaker's seven days ago?
6. Why will not the bookseller send to my sister to-morrow the book which she bought four days ago?
7. Ask the waiter if he can go before lunch to the bookseller's in New Street for the English book which my father bought three or four days ago.
8. If you go out with my sister, will you not do me the favour to bring us the French book which my father bought in London three days ago?
9. How much must I pay the bookseller for the English book which he will send me in three or four days?
10. Why will you not, my friend, do us the favour of calling in three or four days on your sister to take her the French book which my brother bought for her?

SIXTH SENTENCE.

No. XXIX.

1. Why, my friend, will you go to London without us and without *your old servant*?

9. Le libraire n'enverra-t-il pas avant notre promenade du matin le livre anglais que ma sœur a acheté pour nous?
10. Le livre anglais qu'elle a acheté chez votre libraire est pour moi, et le livre français est pour le père de notre ami.
11. Dites, je vous prie, au garçon de m'apporter un livre français et mes habits bien brossés à sept heures et demie sans faute.

No. XXVIII.

il y a trois ou quatre jours.
it there has three or four days.

1. Dites à mon père que ma sœur a acheté il y a trois jours un livre français pour lui.
2. Quand est-ce que le libraire le lui enverra?
3. Il ne lui enverra pas aujourd'hui le livre anglais que mon père a acheté pour elle il y a quatre ou cinq jours.
4. Demandez-lui en passant quand est-ce qu'il nous enverra ce livre anglais-français que l'ami de mon frère a acheté il y a trois ou quatre jours pour mon frère et ma sœur.
5. N'avez-vous pas acheté vos bottines chez le cordonnier anglais il y a sept jours?
6. Pourquoi le libraire n'enverra-t-il pas demain à ma sœur le livre qu'elle a acheté il y a quatre jours?
7. Demandez au garçon s'il peut aller avant le second déjeûner chez le libraire de la rue Neuve pour le livre anglais que mon père a acheté il y a trois ou quatre jours.
8. Si vous sortez avec ma sœur, ne voulez-vous pas me faire le plaisir de nous apporter le livre français que mon père a acheté à Londres il y a trois jours?
9. Combien faut-il que je donne au libraire pour le livre anglais qu'il m'enverra dans trois ou quatre jours?
10. Pourquoi ne voulez-vous pas, mon ami, nous faire le plaisir de passer dans trois ou quatre jours chez votre sœur pour lui apporter le livre français que mon frère a acheté pour elle?

SIXTH SENTENCE.

The old man-servant looked very cross when he came yesterday evening to clear the table and fetch our letters to post them.

No. XXIX.

Le vieux domestique avait l'air . . .
The old man-servant had the air . . .

1. Pourquoi, mon ami, voulez-vous aller à Londres sans nous et sans votre vieux domestique?

2. My brother's man-servant looks French, and your old man-servant looks English.

3. Will you bring me my old clothes well brushed before half past seven?

4. Ask your father's French man-servant if he can call this morning on the bookseller in the new street.

5. Tell my old man-servant, if you please, to bring me at seven o'clock, or sooner if he can, a little hot water and a cup of coffee.

6. The old shoemaker whom my brother had in London did not look English.

7. If you go out with my sister to go to the Bank, tell the old French man-servant to go with you.

8. Do you not want my man-servant this morning?

9. Tell the waiter to take to-morrow morning, without fail, this old French book to my brother's friend, and to go to the shoemaker's to have my boots stretched.

10. This coachman is French, and he looks English.

11. How much must I give to my old servant for the cabman?

12. The book which my sister bought at your bookseller's looks old.

No. XXX.

1. Did my brother appear in a bad humour before lunch?

2. He did not look cross after our morning walk.

3. Did not the old man-servant look very cross three or four days ago?

4. The French waiter looked very ill-tempered before bringing up the coffee.

5. Our coachman has been cross these three days.

6. He looked very cross before taking my father to the Bank.

7. He did not look cross before taking him home.

8. He is not cross.

9. Ask your man-servant if the old French bookseller looked cross this morning.

10. He looked very cross.

11. He does not look cross to-day.

12. My old man-servant looked very cross before bringing up my *boots and my clothes*

2. Le domestique de mon frère a l'air français et votre vieux domestique a l'air anglais.
3. Voulez-vous m'apporter mes vieux habits bien brossés avant sept heures et demie?
4. Demandez au domestique français de votre père s'il peut passer ce matin chez le libraire de la rue neuve.
5. Dites, je vous prie, à mon vieux domestique, de m'apporter à sept heures, ou plus tôt s'il peut, un peu d'eau chaude et une tasse de café.
6. Le vieux cordonnier que mon frère avait à Londres n'avait pas l'air anglais.
7. Si vous sortez avec ma sœur pour aller à la Banque, dites au vieux domestique français d'aller avec vous.
8. N'avez-vous pas besoin de mon domestique ce matin?
9. Dites au garçon d'apporter demain matin, sans faute, ce vieux livre français à l'ami de mon frère, et d'aller chez le cordonnier pour faire élargir mes bottines.
10. Ce cocher est français et il a l'air anglais.
11. Combien faut-il que je donne à mon vieux domestique pour le cocher de fiacre?
12. Le livre que ma sœur a acheté chez votre libraire a l'air vieux.

No. XXX.

de bien mauvaise humeur . . .
of very bad humour . . .

1. Mon frère avait-il l'air de mauvaise humeur avant le second déjeûner?
2. Il n'avait pas l'air de mauvaise humeur après notre promenade du matin.
3. Le vieux domestique n'avait-il pas l'air de bien mauvaise humeur il y a trois ou quatre jours?
4. Le garçon français avait l'air de bien mauvaise humeur avant d'apporter le café.
5. Il y a trois jours que notre cocher est de mauvaise humeur.
6. Il avait l'air de bien mauvaise humeur avant de conduire mon père à la Banque.
7. Il n'avait pas l'air de mauvaise humeur avant de le ramener chez lui.
8. Il n'est pas de mauvaise humeur.
9. Demandez à votre domestique si le vieux libraire français avait l'air de mauvaise humeur ce matin.
10. Il avait l'air de bien mauvaise humeur.
11. Il n'a pas l'air de mauvaise humeur aujourd'hui.
12. Mon vieux domestique avait l'air de bien mauvaise humeur avant d'apporter mes bottines et mes habits.

No. XXXI.

1. The waiter looked in a very bad temper when he came this morning to bring my hot water and my cup of milk.
2. Did my old English man-servant look cross when he came to bring you the book which my friend bought?
3. Tell me whether my brother came in a cab yesterday evening.
4. My sister bought this French book yesterday evening.
5. When did the old man-servant of my father come—yesterday evening or this morning?
6. Did the coachman look cross this evening when he came to take back to London my father and his old man-servant?
7. Why did not the waiter come yesterday evening to bring me and my brother a cup of coffee?
8. When the French shoemaker sends my boots, ask how much I must give.
9. When will you have a cup of coffee with milk—in the morning or evening?
10. When will the bookseller send the book which my sister bought yesterday morning?
11. When the man-servant came yesterday evening to bring us the English book which you bought, he looked very cross.
12. How long is it since your friend came to London?

No. XXXII.

1. Tell the man-servant to bring up our letters every day before breakfast.
2. Tell him, if you please, to clear the table at seven o'clock, or sooner if he can.
3. He looked very cross yesterday evening when he came to clear the table.
4. Has the English waiter come to fetch our letters before going to the Bank and to New Street?
5. He has come to fetch your letters before clearing the table.
6. Why will you not bring up my father's letters every day before half past seven?
7. Did not the old man-servant look cross this evening when he came to clear the table and fetch your letters?
8. He did not look cross when he came to bring my clothes and *fetch my boots.*

No. XXXI.

lorsqu'il est venu hier au soir . . .
when he is come yesterday to-the evening . . .

1. Le garçon avait l'air de bien mauvaise humeur lorsqu'il est venu ce matin m'apporter mon eau chaude et ma tasse de lait.
2. Mon vieux domestique anglais avait-il l'air de mauvaise humeur lorsqu'il est venu vous apporter le livre que mon ami a acheté?
3. Dites-moi si mon frère est venu en fiacre hier au soir.
4. Ma sœur a acheté ce livre français hier au soir.
5. Quand est-ce que le vieux domestique de mon père est venu—hier au soir ou ce matin?
6. Le cocher avait-il l'air de mauvaise humeur ce soir lorsqu'il est venu pour ramener à Londres mon père et son vieux domestique?
7. Pourquoi le garçon n'est-il pas venu hier au soir nous apporter une tasse de café, à moi et à mon frère?
8. Lorsque le cordonnier français enverra mes bottines, demandez combien il faut que je donne.
9. Quand est-ce que vous voulez une tasse de café au lait—le matin ou le soir?
10. Quand le libraire enverra-t-il le livre que ma sœur a acheté hier matin?
11. Lorsque le domestique est venu hier au soir nous apporter le livre anglais que vous avez acheté, il avait l'air de bien mauvaise humeur.
12. Combien y a-t-il que votre ami n'est pas venu à Londres?

No. XXXII.

desservir et chercher nos lettres . . .
to-clear-the-table and to-fetch our letters . . .

1. Dites au domestique d'apporter nos lettres tous le jours avant le déjeûner.
2. Dites-lui, je vous prie, de desservir à sept heures, ou plus tôt s'il peut.
3. Il avait l'air de bien mauvaise humeur hier au soir lorsqu'il est venu desservir.
4. Le garçon anglais est-il venu chercher nos lettres avant d'aller à la Banque et dans la rue Neuve?
5. Il est venu chercher vos lettres avant de desservir.
6. Pourquoi ne voulez-vous pas apporter les lettres de mon père tous les jours avant sept heures et demie?
7. Le vieux domestique n'avait-il pas l'air de mauvaise humeur ce soir lorsqu'il est venu desservir et chercher vos lettres?
8. Il n'avait pas l'air de mauvaise humeur lorsqu'il est venu *apporter mes habits* et chercher mes bottines.

9. Tell him to go at five o'clock, or sooner if he can, to my sister's bookseller's to fetch a book which she bought three days ago.

10. Will you do me the favour of bringing up our letters before clearing the table?

11. The old French man-servant has not come to fetch my letters these three days.

No. XXXIII.

1. Do you not want to go into New Street before five o'clock to post your letters?

2. How much must my sister give for a cab to go to the Post-office and the Bank?

3. Tell the man-servant to go every day at half-past seven, or sooner if he can, to post my letters.

4. Is there a post-office in your street?

5. There is no post-office in our street.

6. There is a post-office in the French bookseller's street.

7. The English man-servant came to fetch our letters yesterday evening at seven o'clock, before clearing the table.

8. Coachman, will you take me to the post-office in New Street, and take me home again about half past five?

9. Tell, if you please, the old man-servant to bring to me and my brother our hot water, our boots, and our clothes, before going to post the letters.

10. Why did the English waiter look cross this evening when he came to fetch my father's letters to post them?

11. Will you not post our letters before your evening walk?

12. Our old man-servant looked very cross when he came last evening to fetch our letters to post them.

SEVENTH SENTENCE.

No. XXXIV.

1. *Do you know the* name of the street of my brother's friend?

9. Dites-lui d'aller à cinq heures, ou plus tôt s'il peut, chez le libraire de ma sœur, chercher un livre qu'elle a acheté il y a trois jours.
10. Voulez-vous me faire le plaisir d'apporter nos lettres avant de desservir ?
11. Il y a trois jours que le vieux domestique français n'est pas venu chercher mes lettres.

No. XXXIII.

pour les mettre à la poste.
for them to-put to the post.

1. N'avez-vous pas besoin d'aller dans la rue Neuve avant cinq heures pour mettre vos lettres à la poste ?
2. Combien faut-il que ma sœur donne à un fiacre pour aller à la Poste et à la Banque.
3. Dites au domestique d'aller tous les jours à sept heures et demie, ou plus tôt s'il peut, mettre mes lettres à la poste.
4. Y a-t-il une poste dans votre rue ?
5. Il n'y a pas de poste dans notre rue.
6. Il y a une poste dans la rue du libraire français.
7. Le domestique anglais est venu chercher nos lettres hier au soir, à sept heures, avant de desservir.
8. Cocher, voulez-vous me conduire à la poste de la rue Neuve, et me ramener chez moi vers cinq heures et demie ?
9. Dites, je vous prie, au vieux domestique de nous apporter, à moi et à mon frère, notre eau chaude, nos bottines et nos habits avant d'aller mettre les lettres à la poste.
10. Pourquoi le garçon anglais avait-il l'air de mauvaise humeur ce soir lorsqu'il est venu chercher les lettres de mon père pour les mettre à la poste ?
11. Ne voulez-vous pas mettre nos lettres à la poste avant votre promenade du soir ?
12. Notre vieux domestique avait l'air de bien mauvaise humeur lorsqu'il est venu hier au soir chercher nos lettres pour les mettre à la poste.

SEVENTH SENTENCE.

Do you know what is the name of this rich old English lady, who lives near the new bridge, in the same house with a French family and a young German clergyman ?

No. XXXIV.

Savez-vous comment se nomme . . .
Do you know how herself names . . .

1. Savez-vous comment se nomme la rue de l'ami de mon frère ?

2. Do you not know her name?

3. Tell me, if you please, what it is called.

4. It is called New Street.

5. Do you not know what is the name of the French book which my father bought?

6. Is it not called 'Frère et Sœur'?

7. Do you know why the waiter cannot go to post my letters before breakfast?

8. Do you not know that our letters must be posted every day, without fail, at half past four?

9. Do you not know what is the name of the French shoemaker in the new street?

10. Do you not know that his name is *La Rue*?

11. Do you know when the bookseller will send the book which my sister bought for me yesterday morning?

No. XXXV.

1. What is the name of this lady?

2. Do you know whether she is English?

3. Is not this lady your friend's sister?

4. Your sister is not so rich as this old English lady; is she?

5. Why will you not do me the favour of calling with me on the old English lady in New Street?

6. How much must I give him for taking this lady, my sister, and me, to the Bank, and to *La Rue*'s, the French shoemaker's?

7. Do you not know, my friend, what is the name of this old English lady?

8. Your friend is not so rich as you.

9. Is your brother rich?—richer than you?

10. My coachman is not so rich as my old man-servant.

11. Do you know if the waiter can bring this old lady a cup of milk before posting our letters?

12. This old book is for me and this cup of coffee is for you.

13. Has not the old English lady in New Street an old French man-servant?

No. XXXVI.

1. If you go out before me, will you do me the favour of calling at the old French bookseller's who lives near the Bank?

2. *Does your sister* live near the new bridge?

2. Est-ce que vous ne savez pas comment elle se nomme?
3. Dites-moi, je vous prie, comment elle se nomme.
4. Elle se nomme la rue Neuve.
5. Est-ce que vous savez comment se nomme le livre français que mon père a acheté?
6. Ne se nomme-t-il pas 'Frère et Sœur'?
7. Savez-vous pourquoi le garçon ne peut pas aller mettre mes lettres à la poste avant le déjeûner?
8. Est-ce que vous ne savez pas qu'il faut mettre nos lettres à la poste tous les jours, sans faute, à quatre heures et demie?
9. Ne savez-vous pas comment se nomme le cordonnier français de la rue neuve?
10. Est-ce que vous ne savez pas qu'il se nomme *La Rue*?
11. Savez-vous quand le libraire m'enverra le livre que ma sœur a acheté pour moi hier matin?

No. XXXV.

cette vieille dame anglaise si riche . . .
this old lady English so rich . . .

1. Comment se nomme cette dame?
2. Savez-vous si elle est anglaise?
3. Est-ce que cette dame n'est pas la sœur de votre ami?
4. Votre sœur n'est pas si riche que cette vieille dame anglaise; n'est-ce pas?
5. Pourquoi ne voulez-vous pas me faire le plaisir de passer avec moi chez la vieille dame anglaise de la rue Neuve?
6. Combien faut-il que je lui donne pour nous conduire, cette dame, ma sœur et moi, à la Banque, et chez *La Rue*, le cordonnier français?
7. Ne savez-vous pas, mon ami, comment se nomme cette vieille dame anglaise?
8. Votre ami n'est pas si riche que vous.
9. Est-ce que votre frère est riche?—plus riche que vous?
10. Mon cocher n'est pas si riche que mon vieux domestique.
11. Savez-vous si le garçon peut apporter à cette vieille dame une tasse de lait avant de mettre nos lettres à la poste?
12. Ce vieux livre est pour moi, et cette tasse de café est pour vous.
13. La vieille dame anglaise de la rue Neuve n'a-t-elle pas un vieux domestique français?

No. XXXVI.

qui demeure près du pont neuf . . .
who lives near of-the bridge new . . .

1. Si vous sortez avant moi, voulez-vous me faire le plaisir de passer chez ce vieux libraire français qui demeure près de la Banque?
2. *Est-ce* que votre sœur demeure près du pont neuf?

3. Tell the English waiter, if you please, to bring my boots this evening without fail to the shoemaker who lives in New Street, near the bridge.

4. How much must my brother give to the cabman to take this lady to my friend's sister's, near the new bridge?

5. The old man-servant who came this evening to fetch our letters to post them looked very cross.

6. Does this old English lady live near London Bridge?

7. Do you not know that she does not live in London?

8. Ask the bookseller who lives near my sister's when he will send us the book she bought for us four or five days ago.

9. Is not the waiter who came to clear the table this evening a Frenchman?

10. It is three days since that lady bought a book at the bookseller's who lives near the new bridge: when will he send it to her?

11. Do you not want, my friend, to go before your morning walk to the English lady's who lives near the Bank?

12. You want to call on her, without fail, after lunch.

No. XXXVII.

1. Is not your father's house near the Bank?

2. Tell the servant to go at about five o'clock, or sooner if she can, to fetch a French book, at the old English lady's who lives in the same house as my sister.

3. Has not your brother bought an old house near the new bridge?

4. My sister will send the book which you have bought to that old English lady who lives in the same house as my father.

5. Tell the servant, if you please, to bring me at seven o'clock, and even sooner, if she can, my boots and my clothes well brushed.

6. This cabman has not the same cab which he had three or four days ago; he had an old cab, and to-day he has a new one.

7. Do you wish to have it to go near the Bank to that rich old bookseller's who lives in the same house as my brother's friend?

8. Is this the same book which you bought the day before yesterday *in the morning?*—it looks old, and the book which you bought looked *like a new one.*

3. Dites au garçon anglais, je vous prie, d'apporter mes bottines ce soir sans faute chez le cordonnier qui demeure dans la rue Neuve, près du pont.

4. Combien faut-il que mon frère donne au cocher, pour conduire cette dame près du pont neuf, chez la sœur de mon ami?

5. Le vieux domestique qui est venu ce soir chercher nos lettres pour les mettre à la poste avait l'air de bien mauvaise humeur.

6. Est-ce que cette vieille dame anglaise demeure près du pont de Londres?

7. Est-ce que vous ne savez pas qu'elle ne demeure pas à Londres?

8. Demandez au libraire qui demeure près de chez ma sœur quand est-ce qu'il nous enverra le livre qu'elle a acheté pour nous il y a quatre ou cinq jours.

9. Est-ce que le garçon qui est venu desservir ce soir n'est pas français?

10. Il y a trois jours que cette dame a acheté un livre chez le libraire qui demeure près du pont neuf: quand est-ce qu'il le lui enverra?

11. N'avez-vous pas besoin, mon ami, d'aller avant votre promenade du matin chez la dame anglaise qui demeure près de la Banque?

12. Vous avez besoin de passer chez elle sans faute après le second déjeûner.

No. XXXVII.

dans la même maison . . .
in the same house . . .

1. La maison de votre père n'est-elle pas près de la Banque?

2. Dites à la domestique d'aller vers cinq heures, ou plus tôt si elle peut, chercher un livre français chez la vieille dame anglaise qui demeure dans la même maison que ma sœur.

3. Est-ce que votre frère n'a pas acheté une vieille maison près du pont neuf?

4. Ma sœur enverra le livre que vous avez acheté à cette vieille dame anglaise qui demeure dans la même maison que mon père.

5. Dites à la domestique, je vous prie, de m'apporter à sept heures, et même plus tôt si elle peut, mes bottines et mes habits bien brossés.

6. Ce cocher n'a pas le même fiacre qu'il avait il y a trois ou quatre jours—il avait un vieux fiacre et il a aujourd'hui un fiacre neuf.

7. Le voulez-vous pour aller près de la Banque chez ce vieux libraire si riche qui demeure dans la même maison que l'ami de mon frère?

8. Est-ce le même livre que vous avez acheté avant-hier matin?—*il a l'air vieux*, et le livre que vous avez acheté avait l'air neuf.

9. Is the old Frenchman who lives in the same house as this old English lady richer than she?

10. Is that old lady's house new?

11. Waiter, will you do me the favour of going to the same shoemaker's who came yesterday, to have my boots stretched?

12. Do you know if the brother of this old English lady lives in the same house as she does?

No. XXXVIII.

1. Do you know where this old French lady lives?

2. She lives in the same house as an English bookseller.

3. Why will you not do me the favour of going to-morrow in a cab, with my sister, to that French lady's who lives near the new bridge?

4. This English family lives in the same house as that old French lady who is so rich.

5. Where is the book which my sister bought four or five days ago for the French lady who lives at her house?

6. Is this lady French or English?

7. Is it an English or a French family that there is in this house?

8. If you go out to-morrow morning, ask, by the way, the bookseller when he will send the book which a French lady bought at his house four days ago.

9. Tell the French servant not to bring me the hot water in an old jug and the coffee in an old cup.

10. Where does your brother's friend live?

11. He lives in London, in Bank Street, with a French family.

12. Tell the coachman to take me to the French Bank near the new bridge.

13. Does this French family live in the same house as the English bookseller?

14. The French lady is not so rich as the old English lady.

No. XXXIX.

1. Is your brother younger than you?

2. Will you not do me the favour of calling to-morrow on this young German who lives near London Bridge?

3. Is it to the French or German bookseller's that you wish to go *before taking your* morning walk?

9. Le vieux français qui demeure dans la même maison que cette vieille dame anglaise, est-il plus riche qu'elle?
10. Est-ce que la maison de cette vieille dame est neuve?
11. Garçon, voulez-vous me faire le plaisir d'aller chez le même cordonnier qui est venu hier, pour faire élargir mes bottines?
12. Savez-vous si le frère de cette vieille dame anglaise demeure dans la même maison qu'elle?

No. XXXVIII.

où il y a une famille française . . .
where it there has a family French . . .

1. Savez-vous où demeure cette vieille dame française?
2. Elle demeure dans la même maison où il y a un libraire anglais.
3. Pourquoi ne voulez-vous pas me faire le plaisir d'aller demain en fiacre avec ma sœur, chez cette dame française qui demeure près du pont neuf?
4. Cette famille anglaise demeure dans la même maison que cette vieille dame française qui est si riche.
5. Où est le livre que ma sœur a acheté il y a quatre ou cinq jours pour la dame française qui demeure chez elle?
6. Cette dame est-elle française ou anglaise?
7. Est-ce une famille anglaise ou une famille française qu'il y a dans cette maison?
8. Si vous sortez demain matin demandez en passant au libraire quand est-ce qu'il enverra le livre qu'une dame française a acheté chez lui il y a quatre jours.
9. Dites à la domestique française de ne pas m'apporter l'eau chaude dans un vieux pot et le café dans une vieille tasse.
10. Où l'ami de votre frère demeure-t-il?
11. Il demeure à Londres, rue de la Banque, dans une famille française.
12. Dites au cocher de me conduire à la Banque française qui est près du pont neuf.
13. Est-ce que cette famille française demeure dans la même maison que le libraire anglais?
14. La dame française n'est pas si riche que la vieille dame anglaise.

No. XXXIX.

et un jeune ministre allemand.
and a young clergyman German.

1. Est-ce que votre frère est plus jeune que vous?
2. Ne voulez-vous pas me faire le plaisir de passer demain chez ce jeune Allemand qui demeure près du pont de Londres?
3. Est-ce chez le libraire français ou chez le libraire allemand que vous voulez aller avant de faire votre promenade du matin?

4. You do not want to call on the bookseller for the German book which my sister bought; he will send it to-morrow morning without fail.

5. This German clergyman, who lives with a French family, is a friend of my father.

6. What is the name of the French clergyman who lives near the Bank?

7. There are in this house an English family, an old French lady, a French bookseller, a young English clergyman, and an old German clergyman.

8. Why does this young English lady live with a French family?

9. Why does not this young Frenchman live with an English family?

10. Is your coachman French or German?

11. He is neither French nor German; he is English.

12. My old German man-servant looked very cross when he came in to clear the table.

13. Do you know the name of this old rich French lady who lives near London Bridge, in the same house in which there is an English family and a young German bookseller?

EIGHTH SENTENCE.

No. XL.

1. Must I give two or three francs to the cabman to take us to the new bridge, and back again?

2. I bought the day before yesterday an English book for five francs, a French book for four, and a German one for two.

3. Have you had your cup of coffee this morning before half past seven?

4. The young German who lives with my father has come from London to our house in less than two hours.

5. Tell the man-servant to bring me to-day more coffee and less milk, and the water very hot.

6. I have my breakfast every day for less than two francs.

7. I give less for my lunch than for my breakfast.

[redacted] to go to-day before two o'clock, without fail, to the old [redacted] who lives near London Bridge.

4. Vous n'avez pas besoin de passer chez le libraire pour le livre allemand que ma sœur a acheté: il l'enverra demain matin sans faute.
5. Ce ministre allemand qui demeure dans une famille française est un ami de mon père.
6. Comment se nomme le ministre français qui demeure près de la Banque?
7. Il y a dans cette maison une famille anglaise, une vieille dame française, un libraire français, un jeune ministre anglais et un vieux ministre allemand.
8. Pourquoi cette jeune anglaise demeure-t-elle dans une famille française?
9. Pourquoi ce jeune français ne demeure-t-il pas dans une famille anglaise?
10. Votre cocher est-il français ou allemand?
11. Il n'est pas français; il n'est pas allemand: il est anglais.
12. Mon vieux domestique allemand avait l'air de bien mauvaise humeur quand il est venu desservir.
13. Savez-vous comment se nomme cette vieille dame française si riche qui demeure près du pont de Londres dans la même maison où il y a une famille anglaise, et un jeune libraire allemand?

EIGHTH SENTENCE.

I have had for less than two francs, in a large shop in Paris, where everything is sold cheap, some very fine note paper, some excellent steel pens, and a pretty little blotting-book.

No. XL.

J'ai eu pour moins de deux francs . . .
I have had for less of two francs . . .

1. Est-ce deux francs ou trois francs qu'il faut que je donne au cocher pour nous conduire au pont neuf et nous ramener chez nous?
2. J'ai acheté avant-hier un livre anglais pour cinq francs, un livre français pour quatre et un livre allemand pour deux.
3. Avez-vous eu ce matin votre tasse de café avant sept heures et demie?
4. Le jeune allemand qui demeure avec mon père est venu de Londres chez nous en moins de deux heures.
5. Dites au domestique de m'apporter aujourd'hui plus de café et moins de lait, et l'eau bien chaude.
6. J'ai tous les jours mon déjeûner pour moins de deux francs.
7. Je donne moins pour mon second déjeûner que pour mon déjeûner.
8. J'ai besoin d'aller aujourd'hui avant deux heures sans faute chez la vieille dame française qui demeure près du pont de Londres.

9. I have a brother younger than I, who lives in London with a French family.

10. Do I require a cab to go to the Bank and to *La Rue's*, the French shoemaker's.

11. Do you know what is the name of the German book which I bought for my young brother two or three days ago?

12. Must the servant give more or less than five francs for the boots which the shoemaker will send this evening or to-morrow morning?

No. XLI.

1. Is the French bookseller's shop larger than the German bookseller's?

2. Can the servant bring me and my friend a large jug of hot water and our clothes well brushed before seven o'clock?

3. Paris is not so large as London, is it?

4. Is your young sister living in London or in Paris?

5. Cabman, will you take this lady and me to the large shoemaker's shop that is in New Street, and home again about two o'clock?

6. The young German clergyman who lives in the same house as your sister is a great friend of my brother's.

7. Do you know the name of this Paris bookseller who has a large shop near London Bridge?

8. How long does it take to go from London to Paris?

9. Do you know how far it is from Paris to London?

10. Will you go to Paris with my sister, my friend and myself for four or five days?

11. I have bought my boots in Paris at the same shop at which you bought your sister's boots.

12. There are in the house where my brother lives in Paris, an English family, a young French lady, and an old German clergyman.

13. Why did the French man-servant look so cross when he came this evening to bring in our Paris letters?

No. XLII.

1. Is coffee cheap in London?

2. Coffee is not so cheap in London as in Paris.

3. Is not two francs cheap for going from my house to the Bank?

4. *Milk is not so* good at my brother's as at my sister's.

9. J'ai un frère plus jeune que moi qui demeure à Londres dans une famille française.
10. Ai-je besoin d'un fiacre pour aller à la Banque et chez *La Rue*, le cordonnier français?
11. Savez-vous comment se nomme le livre allemand que j'ai acheté pour mon jeune frère il y a deux ou trois jours?
12. Est-ce plus ou moins de cinq francs qu'il faut que la domestique donne pour les bottines que le cordonnier enverra ce soir ou demain matin?

No. XLI.

dans un grand magasin de Paris . . .
in a large shop of Paris . . .

1. Est-ce que le magasin du libraire français est plus grand que le magasin du libraire allemand?
2. La domestique peut-elle nous apporter, à moi et à mon ami, un grand pot d'eau chaude et nos habits bien brossés avant sept heures?
3. Paris est moins grand que Londres, n'est-ce pas?
4. Votre jeune sœur demeure-t-elle à Londres ou à Paris?
5. Cocher, voulez-vous nous conduire, cette dame et moi, au grand magasin de cordonnier qu'il y a dans la rue Neuve, et nous ramener chez nous vers deux heures?
6. Le jeune ministre allemand qui demeure dans la même maison que votre sœur, est grand ami de mon frère.
7. Savez-vous comment se nomme ce libraire de Paris qui a un grand magasin près du pont de Londres?
8. Combien faut-il pour aller de Londres à Paris?
9. Savez-vous combien il y a de Paris à Londres?
10. Voulez-vous aller à Paris avec ma sœur, mon ami et moi, pour quatre ou cinq jours?
11. J'ai acheté mes bottines à Paris dans le même magasin où vous avez acheté les bottines de votre sœur.
12. Il y a dans la maison où demeure mon frère à Paris, une famille anglaise, une jeune dame française et un vieux ministre allemand.
13. Pourquoi le domestique français avait-il l'air de si mauvaise humeur lorsqu'il est venu ce soir apporter nos lettres de Paris?

No. XLII.

Où tout se vend bon marché . . .
Where all itself sells good bargain . . .

1. Le café est-il bon marché à Londres?
2. Le café n'est pas si bon marché à Londres qu'à Paris.
3. N'est-ce pas bon marché deux francs pour aller de chez moi à la Banque?
4. Le lait n'est pas si bon chez mon frère que chez ma sœur.

5. Tell the French servant to bring at half past seven without fail, or even sooner if she can, a cup of good coffee for me and a cup of good milk for my sister.

6. The milk is not so good to-day as yesterday.

7. What is the price of coffee in London?

8. And how much is milk in Paris?

9. Will you take me to this large shop in New Street, where everything is sold so cheap?

10. Will you do me the favour to bring me from the bookseller's who lives in the same house as your family, a good French book and a good German one?

11. Do you want a good English coachman and a good French man-servant?

12. Is the book which you bought two or three days ago near the new bridge sold only for five francs?

13. I want a good cab to go this evening near the Post-office to this rich old English lady's who lives in the same house as your young brother.

No. XLIII.

1. If the note paper which you have bought is not fine, it is at least cheap.

2. There is in this large Paris shop very fine and very cheap paper.

3. My brother must give this letter, this book, and this paper to the young German clergyman who lives in your house, before taking his morning walk.

4. Ask my friend, if you please, if he will not send the man-servant to post this letter before breakfast.

5. Is not London Bridge larger and finer than the Pont-Neuf in Paris?

6. The note paper which you bought in Paris is not so good as the English paper.

7. Is it not larger and finer?

8. If you go out before me, will you do me the favour of bringing me some note paper, and from the French bookseller's a book called 'Frère et Sœur'?

9. Tell the old servant, if you please, to go and post this letter before bringing me my boots and my clothes.

10. If the cab I have to go to the Bank is not handsome, at least it is good.

11. When will you go with me and your young brother to the bookseller's who has such a fine shop near our friend's house?

12. The young French lady who lives in the same house as my sister bought at this bookseller's a very fine book for less than seven *francs*; is it not very cheap?

5. Dites à la domestique française d'apporter à sept heures et demie sans faute, ou plus tôt même si elle peut, une tasse de bon café pour moi, et une tasse de bon lait pour ma sœur.
6. Le lait n'est pas si bon aujourd'hui qu'hier.
7. Combien se vend le café à Londres?
8. Et le lait, combien se vend-il à Paris?
9. Voulez-vous me conduire à ce grand magasin de la rue Neuve où tout se vend si bon marché?
10. Voulez-vous me faire le plaisir de m'apporter de chez le libraire qui demeure dans la même maison que votre famille, un bon livre français et un bon livre allemand?
11. Avez-vous besoin d'un bon cocher anglais et d'un bon domestique français?
12. Est-ce que le livre que vous avez acheté il y a deux ou trois jours près du pont neuf, ne se vend que cinq francs?
13. J'ai besoin d'un bon fiacre pour aller ce soir près de la Poste chez cette vieille dame anglaise si riche qui demeure dans la même maison que votre jeune frère.

No. XLIII.

Du papier à lettre très-beau.
Some paper to letter very fine.

1. Si le papier à lettre que vous avez acheté n'est pas beau, il est du moins bon marché.
2. Il y a dans ce grand magasin de Paris du papier très-beau et très-bon marché.
3. Il faut que mon frère donne cette lettre, ce livre, et ce papier au jeune ministre allemand qui demeure chez vous, avant de faire sa promenade du matin.
4. Demandez à mon ami, je vous prie, s'il n'enverra pas le domestique mettre cette lettre à la poste avant le déjeûner?
5. Est-ce que le pont de Londres n'est pas plus grand et plus beau que le Pont-Neuf à Paris?
6. Le papier à lettre que vous avez acheté à Paris n'est pas si bon que le papier anglais.
7. N'est-il pas plus grand et plus beau?
8. Si vous sortez avant moi, voulez-vous me faire le plaisir de m'apporter du papier à lettre, et de chez le libraire français un livre qui se nomme 'Frère et Sœur'?
9. Dites à la vieille domestique, je vous prie, d'aller mettre cette lettre à la poste avant de m'apporter mes bottines et mes habits.
10. Si le fiacre que j'ai pour aller à la Banque n'est pas beau, du moins il est bon.
11. Quand est-ce que vous voulez aller avec moi et votre jeune frère chez le libraire qui a un si beau magasin près de la maison de notre ami?
12. La jeune dame française qui demeure dans la même maison que ma sœur a acheté chez ce libraire un très-beau livre pour moins de sept francs; n'est-ce pas bien bon marché?

No. XLIV.

1. *La Rue*, the Paris bootmaker, who lives near the Post-office, sells excellent boots.

2. How much must I give for a cab to take me to this large shop near London Bridge, where everything is sold so cheap, and where you have bought steel pens?

3. Why have you not bought some pens in the same shop where you bought the note paper?

4. I want to go to London to-morrow without fail for a German book, some note paper, and steel pens.

5. If you wish to have good and fine note paper, and excellent steel pens, you must go to this large shop which is near the new bridge.

6. I want at least five or six pens every day.

7. What is the name of the street where there is this large Paris shop, where you bought the day before yesterday in the morning such fine note paper and excellent pens?

8. Do you want to-day note paper and steel pens?

9. Will you bring to my sister before taking your morning walk the note paper which I bought for her in London three or four days ago?

10. There is in New Street, near the house where this rich old English lady lives, a very large shop where I have bought very good and very fine note paper, and excellent steel pens very cheap.

No. XLV.

1. The French servant bought in a small shop, where everything is sold very cheap, a pretty water jug for less than two francs.

2. And I have bought in the same shop, for two francs, a very pretty milk jug.

3. Ask my father, when you pass, when he will send my sister the blotting-book which he bought in Paris for her.

4. Is not my brother's friend, this young German clergyman, shorter than I?

5. He is even shorter than my sister; he is very short.

6. Is there any note paper in your blotting-book?

7. The old man-servant looked very cross when he came to bring me my blotting-book and my morning letters.

8. The French lady who lives at the German clergyman's bought in this large Paris shop which is near the market, a very pretty *blotting-book* for less than three francs.

No. XLIV.

des plumes métalliques excellentes...
some pens metallic excellent...

1. *La Rue,* le cordonnier de Paris, qui demeure près de la Poste, vend des bottes excellentes.
2. Combien faut-il que je donne à un fiacre pour me conduire à ce grand magasin près du pont de Londres, où tout se vend si bon marché, et où vous avez acheté des plumes métalliques?
3. Pourquoi n'avez-vous pas acheté des plumes dans le même magasin où vous avez acheté le papier à lettre?
4. J'ai besoin d'aller à Londres demain sans faute pour un livre allemand, du papier à lettre et des plumes métalliques.
5. Si vous voulez du papier à lettre bon et beau, et d'excellentes plumes métalliques, il faut aller à ce grand magasin qu'il y a près du pont neuf.
6. Il me faut au moins cinq ou six plumes tous les jours.
7. Comment se nomme la rue où il y a ce grand magasin de Paris où vous avez acheté avant-hier matin du papier à lettre si beau, et des plumes excellentes?
8. Avez-vous besoin aujourd'hui de papier à lettre et de plumes métalliques?
9. Voulez-vous apporter à ma sœur, avant de faire votre promenade du matin, le papier à lettre que j'ai acheté pour elle à Londres il y a trois ou quatre jours.
10. Il y a dans la rue Neuve près de la maison où demeure cette vieille dame anglaise si riche, un très-grand magasin où j'ai acheté du papier à lettre très-bon et très-beau, et des plumes métalliques excellentes à très-bon marché.

No. XLV.

et un joli petit buvard...
and a pretty little blotting-case...

1. La domestique française a acheté dans un petit magasin où tout se vend très-bon marché, un joli pot à l'eau pour moins de deux francs.
2. Et moi, j'ai eu dans le même magasin, pour deux francs, un très-joli pot-au-lait.
3. Demandez en passant à mon père quand est-ce qu'il enverra à ma sœur le buvard qu'il a acheté à Paris pour elle.
4. Est-ce que l'ami de mon frère, ce jeune ministre allemand, n'est pas plus petit que moi?
5. Il est même plus petit que ma sœur; il est très-petit.
6. Y a-t-il du papier à lettre dans votre buvard?
7. Le vieux domestique avait l'air de très-mauvaise humeur lorsqu'il est venu m'apporter mon buvard et mes lettres du matin.
8. La dame française qui demeure chez le ministre allemand a eu dans ce grand magasin de Paris qui est près du marché, un buvard très-joli pour moins de trois francs.

9. Every thing is pretty and cheap in this shop.

10. If you go out this morning, will you bring me from your bookseller's a pretty French book for my little brother?

11. Waiter, will you take my boots to have them stretched, to the French bootmaker's, who lives near the little bridge.

12. Do you know, my boy, when your father will send me the little German book which I bought in his shop more than three days ago?

13. Is not the little blotting-book for my sister, and the large one for this young English lady who lives in the same house as she?

NINTH SENTENCE.

No. XLVI.

1. Is it fine (weather) this morning?

2. Yes, it is very fine.

3. Is it not fine to-day?

4. It is not so fine as yesterday and the day before yesterday.

5. Is it as fine as yesterday evening?

6. It is extremely fine. Let us go to the Crystal Palace.

7. It is finer than yesterday morning.

8. If it is fine to-morrow morning, will you take a walk with us near the old bridge?

9. Yes, my friend; and why not to-day?

10. Is the French note paper as fine as the English?

11. It is not very fine this evening: is that why my sister is in such a bad humour?

12. If you want any boots, you must go to *La Rue's*, the French bootmaker's, who lives near the Bank; he makes excellent boots and very cheap.

13. If it is fine weather, will you go there with me after breakfast?

14. Yes, my good fellow, with pleasure.

15. If it is as fine to-morrow morning as this evening, tell the German man-servant, if you please, to bring me and my brother, at seven, or even sooner, if he can, our boots and our clothes.

9. Tout est joli, et bon marché dans ce magasin.

10. Si vous sortez ce matin, voulez-vous m'apporter de chez votre libraire un joli livre français pour mon petit frère?

11. Garçon, voulez-vous apporter mes bottines, pour les faire élargir, chez le cordonnier français qui demeure près du petit pont?

12. Savez-vous, mon ami, quand votre père m'enverra le petit livre allemand que j'ai acheté chez lui il y a plus de trois jours?

13. Le petit buvard n'est-il pas pour ma sœur, et le grand pour cette jeune anglaise qui demeure dans la même maison qu'elle?

NINTH SENTENCE.

Yes, if it is as fine as yesterday, call my son early, but first light a fire in his bed-room, and afterwards in his sitting-room, because he has a bad cold.

No. XLVI.

Oui, s'il fait aussi beau qu'hier . . .
Yes, if it makes as fine as yesterday. . . .

1. Fait-il beau ce matin?
2. Oui, il fait très-beau.
3. Est-ce qu'il ne fait pas beau aujourd'hui?
4. Il ne fait pas si beau qu'hier et qu'avant-hier.
5. Fait-il aussi beau qu'hier au soir?
6. Il fait bien beau! Allons au Palais de Crystal.
7. Il fait plus beau qu'hier matin.
8. S'il fait beau demain matin, voulez-vous faire une promenade avec nous près du vieux pont?
9. Oui, mon ami: et pourquoi pas aujourd'hui même?
10. Est-ce que le papier à lettre français est aussi beau que le papier à lettre anglais?
11. Il ne fait pas très-beau ce soir—est-ce pourquoi ma sœur est de si mauvaise humeur?
12. Si vous avez besoin de bottines il faut aller chez *La Rue*, le cordonnier français qui demeure près de la Banque; il fait des bottines excellentes à très-bon marché.
13. Voulez-vous, s'il fait beau, y aller avec moi après le déjeûner?
14. Oui, mon ami, avec plaisir.
15. S'il fait demain matin aussi beau que ce soir, dites au domestique allemand, je vous prie, de nous apporter à moi et à mon frère, à sept heures, ou plus tôt même s'il peut, nos bottines et nos habits.

No. XLVII.

1. Why do you not call me every day at half-past seven?
2. If it is fine, call me early.
3. If it is not fine, do not call me till after seven o'clock.
4. Must my son give more than two francs for a cab to take him to the great bridge?
5. The old man-servant came earlier to-day to fetch your son's letters to post them.
6. He came very early indeed.
7. Do you not want to go to London very early?
8. Yes, I want to go there at about seven o'clock with my son and the young French lady who lives in the new street.
9. When it is fine, call me early.
10. Tell the man-servant to bring me every day early a cup of good coffee with milk.
11. If you go out early to-morrow morning, ask in passing *La Rue* when he will send me my boots.
12. My son is cross when you do not call him early.
13. My sister is as good as she is rich.
14. Is it early?

No. XLVIII.

1. Light a fire, if you please, before you bring me the hot water.
2. Will you first bring me my boots?
3. Have a cup of coffee made for me by half past seven.
4. Do you know why the old French man-servant looked so cross when he came this morning to light a fire?
5. Do you want any fire to-morrow morning?
6. Yes, call us early, my friend and me, and make a good fire.
7. You say you want to go to the Bank; but do you not first want to go to the Post-office?
8. Do me the favour, my friend, to bring me from Paris, for my young sister, a pretty blotting-book of four or five francs.
9. My brother is taller than I, but the young German who lives with you is taller than my brother, and even taller than my friend, who is so tall.

No. XLVII.

éveillez mon fils de bonne heure . . .
wake my son of good hour . . .

1. Pourquoi ne m'éveillez-vous pas tous les jours à sept heures et demie ?
2. S'il fait beau, éveillez-moi de bonne heure.
3. S'il ne fait pas beau, ne m'éveillez qu'après sept heures.
4. Est-ce plus de deux francs qu'il faut que mon fils donne à un fiacre pour le conduire près du grand pont ?
5. Le vieux domestique est venu plus tôt aujourd'hui chercher les lettres de votre fils pour les mettre à la poste.
6. Il est même venu de très-bonne heure.
7. Est-ce que vous n'avez pas besoin d'aller à Londres de très bonne heure ?
8. Oui, j'ai besoin d'y aller vers sept heures avec mon fils et la jeune dame française qui demeure dans la rue neuve.
9. Lorsqu'il fait beau, éveillez-moi de bonne heure.
10. Dites au domestique de m'apporter tous les jours, de bonne heure, une tasse de bon café au lait.
11. Si vous sortez de bonne heure demain matin, demandez en passant à *La Rue* quand est-ce qu'il m'enverra mes bottines.
12. Mon fils est de mauvaise humeur quand vous ne l'éveillez pas de bonne heure.
13. Ma sœur est aussi bonne qu'elle est riche.
14. Est-ce qu'il est de bonne heure ?

No. XLVIII.

mais auparavant faites du feu . . .
but previously make some fire . . .

1. Faites du feu, je vous prie, avant de m'apporter l'eau chaude.
2. Voulez-vous m'apporter auparavant mes bottines ?
3. Faites-moi faire une tasse de café pour sept heures et demie.
4. Savez-vous pourquoi le vieux domestique français avait l'air de si mauvaise humeur quand il est venu ce matin faire du feu ?
5. Avez-vous besoin de feu demain matin ?
6. Oui, éveillez-nous de bonne heure, mon ami et moi, et faites un bou fen.
7. Vous dites que vous avez besoin d'aller à la Banque ; mais n'avez-vous pas besoin d'aller à la Poste auparavant ?
8. Faites-moi le plaisir, mon ami, de m'apporter de Paris pour ma jeune sœur un joli buvard de quatre ou cinq francs.
9. Mon frère est plus grand que moi, mais le jeune allemand qui demeure avec vous est plus grand que mon frère, et même plus grand *que mon ami, qui est si grand.*

10. If you go out after lunch, do me the favour of calling on this young English lady who lives in the same house as my brother.

11. But first ask the bookseller in New Street for a French and German book which my son bought for me two or three days ago.

12. Tell the French servant to go and post our letters before the breakfast, but to light a fire first.

No. XLIX.

1. If there is no fire in our bed-room, light one.

2. Call my sister at about half past seven, but first light a fire in her bed-room.

3. We must go to bed this evening early.

4. If you want a good bed-room, there is one in the same house in which your friend lives.

5. How much do you ask for this room?

6. Light a fire, if you please, first in my father's room, and afterwards in my sister's room.

7. How long is it since you have lighted the fire in our bed-room?

8. Do you know what is the name of this young German who has a bed-room in the same house in which my friend lives?

9. Why did you not light a fire yesterday evening in my bed-room?

10. If it is very fine to-morrow morning, call my grandson early, but first make a good fire in his bed-room.

11. Is my sister in her bed-room?

12. Yes, she is there, with this young French lady whose family is in Paris.

No. L.

1. Must I light a fire in your bed-room, or in your sitting-room?

2. Light a fire in both, but first in the bed-room, and afterwards in the drawing-room.

3. If you light a fire in my grandfather's sitting-room, do not make any in his bed-room.

4. *Is not the* book which I bought yesterday for my little brother *in your drawing-room* with my blotting-book?

10. Si vous sortez après le second déjeûner, faites-moi le plaisir de passer chez cette jeune dame anglaise qui demeure dans la même maison que mon frère.
11. Mais demandez auparavant au libraire de la rue Neuve un livre français-allemand que mon fils a acheté pour moi il y a deux ou trois jours.
12. Dites à la domestique française d'aller mettre nos lettres à la poste avant le déjeûner, mais de faire du feu auparavant.

No. XLIX.

d'abord dans sa chambre à coucher . . .
at first in his room to lie-down . . .

1. S'il n'y a pas de feu dans notre chambre à coucher, faites-en.
2. Éveillez ma sœur vers sept heures et demie, mais faites auparavant du feu dans sa chambre.
3. Il faut aller nous coucher ce soir de bonne heure.
4. Si vous avez besoin d'une bonne chambre à coucher, il y en a une dans la même maison où demeure votre ami.
5. Combien demandez-vous pour cette chambre?
6. Faites du feu, je vous prie, d'abord dans la chambre de mon père, et après dans la chambre de ma sœur.
7. Combien y a-t-il que vous n'avez pas fait de feu dans notre chambre?
8. Savez-vous comment se nomme ce jeune allemand qui a une chambre dans la même maison où demeure mon ami?
9. Pourquoi n'avez-vous pas fait de feu hier au soir dans ma chambre à coucher?
10. S'il fait très-beau demain matin, éveillez mon petit-fils de bonne heure, mais auparavant faites un bon feu dans sa chambre à coucher.
11. Est-ce que ma sœur est dans sa chambre?
12. Oui, elle y est avec cette jeune dame française qui a sa famille à Paris.

No. L.

et ensuite dans son salon .
and afterwards in his sitting-room . . .

1. Est-ce dans votre chambre à coucher ou dans votre salon qu'il faut faire du feu?
2. Faites du feu dans les deux, mais d'abord dans la chambre et ensuite dans le salon.
3. Si vous faites du feu dans le salon de mon grand-père, n'en faites pas dans sa chambre à coucher.
4. Le livre que j'ai acheté hier pour mon petit frère n'est-il pas *dans votre salon* avec mon buvard?

5. Tell the servant to go and fetch a cab, and do me the favour to go for me first to the Post-office, and afterwards to the French Bank.

6. My sister had in Paris a bed-room and a pretty little sitting-room in the same house in which this rich and good old English lady lives.

7. Is not her drawing-room very large and very fine?

8. Coachman, will you take my father and his friend first to the French bookseller's in the new street, and afterwards to this large Paris shop, which is near the old bridge, and where everything is sold so very cheap.

9. Our drawing-room is not large; but is it not very pretty?

10. Is my sister in the large drawing-room or in the small one?

11. She is in the small drawing-room with her little boy and his nurse.

12. There is not a fire in the small drawing-room, but there is a very good fire in the large one.

No. LI.

1. Has your youngest brother a cold?

2. It is not he who has a cold, it is my father.

3. He has a bad cold this morning; that is why he wants a fire in his bed-room.

4. Tell the man-servant to bring me my hot water, my clothes and my boots very early, because I want to go to London before breakfast.

5. My son has such a bad cold that he cannot go to the Bank to-day.

6. Will you do me the favour to go there for him? but I must give you two francs for a cab, because the Bank is not near.

7. The old man-servant looks very cross; is it because he cannot go this evening to his son's?

8. Is it because your brother has a cold that he cannot go to-day to take his morning walk?

9. He has not such a cold as I have.

10. I do not want any fire in my bed-room, because I have one in my sitting-room.

11. My father's friend, the old German clergyman, came yesterday evening to bring him this book, because he wants it for himself to-morrow.

12. Call me, if you please, very early, because I want to go to my brother's friend's before breakfast.

5. Dites à la domestique d'aller chercher un fiacre et faites-moi le plaisir d'aller pour moi d'abord à la Poste, et ensuite à la Banque française.

6. Ma sœur avait à Paris une chambre à coucher et un joli petit salon dans la même maison où demeure cette vieille dame anglaise qui est si riche et si bonne.

7. Son salon n'est-il pas très-grand et très-beau?

8. Cocher, voulez-vous conduire mon père et son ami d'abord chez le libraire français dans la rue neuve, et ensuite à ce grand magasin de Paris, qui est près du vieux pont, et où tout se vend si bon marché.

9. Notre salon n'est pas grand; mais n'est-il pas très-joli?

10. Ma sœur est-elle au grand ou au petit salon?

11. Elle est au petit salon avec son petit garçon et sa bonne.

12. Il n'y a pas de feu dans le petit salon, mais il y a un très-bon feu dans le grand.

No. LI.

parce qu'il est très-enrhumé.
because that he is very-much attacked-by-cold.

1. Est-ce que votre frère le plus jeune est enrhumé?

2. Ce n'est pas lui qui est enrhumé, c'est mon père.

3. Il est très-enrhumé ce matin; c'est pourquoi il a besoin de feu dans sa chambre à coucher.

4. Dites au domestique de m'apporter mon eau chaude, mes habits et mes bottines de très-bonne heure, parce que j'ai besoin d'aller à Londres avant le déjeûner.

5. Mon fils est si enrhumé qu'il ne peut pas aller à la Banque aujourd'hui.

6. Voulez-vous me faire le plaisir d'y aller pour lui? Mais il faut que je vous donne deux francs pour un fiacre parce que la Banque n'est pas près.

7. Le vieux domestique a l'air de bien mauvaise humeur: est-ce parce qu'il ne peut pas aller ce soir chez son fils?

8. Est-ce parce que votre frère est enrhumé qu'il ne peut pas aller aujourd'hui faire sa promenade du matin?

9. Il n'est pas si enrhumé que moi.

10. Je n'ai pas besoin de feu dans ma chambre parce que j'en ai dans mon salon.

11. L'ami de mon père, le vieux ministre allemand, est venu lui apporter ce livre hier au soir parce qu'il en a besoin demain pour lui-même.

12. Éveillez-moi, je vous prie, de très-bonne heure, parce que j'ai besoin d'aller chez l'ami de mon frère avant le déjeûner.

TENTH SENTENCE.

No. LII.

1. Where did you think my brother-in-law had bought this French book?

2. Did you not think that he bought it in Paris?

3. Is it dearer than the German book which my sister bought in London three or four days ago?

4. It is not so dear; it is very cheap indeed.

5. Why did you think that my son had bought this blotting-book in Paris?

6. Because it is very pretty and not dear.

7. Will you, my dear fellow, do me the favour of going to London for my brother? he has such a cold that he cannot go there to-day.

8. Did you not intend to go this morning to the German clergyman's, who lives in your grandfather's house?

9. Yes, but previous to that I want to go to fetch another book at the bookseller's.

10. Do you know, my dear friend, if the French bookseller will send this morning the book which my sister bought the other day?

11. My dear father is not very well to-day; he cannot go to the Bank, and begs of you to go there for him after lunch.

12. You thought that my drawing-room was smaller than my bedroom, but it is larger.

No. LIII.

1. How was your father-in-law yesterday when he came?

2. He had still a bad cold.

3. Do you know why my sister's doctor came so early?

4. She is very well; she does not want any doctor.

5. If you go out again, ask in passing *La Rue* when he will send his man to fetch my boots to stretch them.

6. Will you go to France with my young brother?

7. This old English lady, who was in Paris in the same house as I, was very rich and as good as rich.

8. *Is not* the young German clergyman a great friend of our *physician?*

TENTH SENTENCE.

You thought the other day, my dear friend, that their physician was still in France as well as his wife and his children, but no, they are returned now, for we met them not far from the railway.

No. LII.

Vous pensiez l'autre jour, mon cher ami . . .
You thought the other day, my dear friend . . .

1. Où pensiez-vous que mon beau-frère avait acheté ce livre français?
2. Ne pensiez-vous pas qu'il l'avait acheté à Paris?
3. Est-il plus cher que le livre allemand que ma sœur a acheté à Londres il y a trois ou quatre jours?
4. Il n'est pas si cher: il est même très-bon marché.
5. Pourquoi pensiez-vous que mon fils avait acheté ce buvard à Paris?
6. Parce qu'il est très-joli et pas cher.
7. Voulez-vous, mon cher garçon, me faire le plaisir d'aller à Londres pour mon frère; il est si enrhumé qu'il ne peut pas y aller aujourd'hui.
8. Ne pensiez-vous pas aller ce matin chez le ministre allemand qui demeure dans la maison de votre grand-père?
9. Oui, mais j'ai besoin d'aller auparavant chercher un autre livre chez le libraire.
10. Savez-vous, mon cher ami, si le libraire français enverra ce matin le livre qu'a acheté ma sœur l'autre jour?
11. Mon cher père n'est pas très-bien aujourd'hui; il ne peut pas aller à la Banque, et vous prie d'y aller pour lui après le second déjeûner.
12. Vous pensiez que mon salon était plus petit que ma chambre à coucher, mais il est plus grand.

No. LIII.

que leur médecin était encore en France . . .
that their physician was still in France . . .

1. Comment votre beau-père était-il hier lorsqu'il est venu?
2. Il était encore très-enrhumé.
3. Savez-vous pourquoi le médecin de ma sœur est venu de si bonne heure?
4. Elle est très-bien; elle n'a pas besoin de médecin.
5. Si vous sortez encore, demandez en passant à *La Rue* quand est-ce qu'il enverra son garçon chercher mes bottines pour les élargir.
6. Voulez-vous aller en France avec mon jeune frère?
7. Cette vieille dame anglaise qu'il y avait à Paris dans la même maison que moi était très-riche et aussi bonne que riche.
8. Est-ce que le jeune ministre allemand n'est pas grand ami de notre médecin?

9. If it is fine to-morrow, call me at seven, and even sooner, because I want to go early first to my physician's, and afterwards to my bookseller's.

10. Has your grandfather the same doctor as you?

11. He has another, who lives quite near his house.

12. When our grandson was in France, he bought in a shop at Paris, near the Pont-Neuf, a very pretty blotting-book, very fine note paper, and excellent steel pens, for less than three francs.

13. But everything is not sold so cheap in France.

14. Has not the man-servant come yet to clear the table?

No. LIV.

1. How many children has your doctor?

2. Is not your brother-in-law in Paris with his wife and children?

3. Has not his sister three children?

4. The youngest of her children is very small, but she has one who is very tall.

5. You ask me if my brother is a bachelor, but do you not know that he has a wife and four children?

6. Tell the housemaid, if you please, to bring my sister every day, at half past seven without fail, her boots, a small jug of very hot water, and a cup of milk.

7. My wife wants a French nurse for her children as well as a lady's-maid for herself.

8. The French clergyman called with his wife and another lady, two or three days ago, but my father was not at home.

9. Waiter, will you go and fetch a cab to take my friend and his wife back to London?

10. Tell the cabman to take my friend first to the Bank, and afterwards him and his wife to the German physician's who lives quite near the Post-office.

11. I want a good English coachman for myself, and a good French lady's-maid for my wife.

12. Do you not also want another nurse for your children?—their nurse is very old.

13. Will you put another jug into the children's room?—the water-jug which is there is so small.

14. Is this old woman still a servant?

No. LV.

1. Where are my brother's children now?

2. *They are all in* their room with the old English nurse.

9. S'il fait beau demain, éveillez-moi à sept heures, et même plus tôt, parce que j'ai besoin d'aller de bonne heure d'abord chez mon médecin, et ensuite chez mon libraire.
10. Votre grand père a-t-il le même médecin que vous ?
11. Il en a un autre qui demeure tout près de chez lui.
12. Lorsque notre petit-fils était en France, il a acheté dans un magasin de Paris, près du pont Neuf, un buvard très-joli, du papier à lettre très-beau, et des plumes métalliques excellentes pour moins de trois francs.
13. Mais tout ne se vend pas aussi bon marché en France.
14. Est-ce que le domestique n'est pas encore venu desservir ?

No. LIV.

ainsi que sa femme et ses enfants . . .
as-well as his wife and his children . . .

1. Combien votre médecin a-t-il d'enfants ?
2. Votre beau-frère n'est-il pas à Paris avec sa femme et ses enfants ?
3. Sa sœur n'a-t-elle pas trois enfants ?
4. Le plus jeune de ses enfants est tout petit, mais elle en a un qui est très-grand.
5. Vous me demandez si mon frère est garçon, mais ne savez-vous pas qu'il a une femme et quatre enfants ?
6. Dites à la femme-de-chambre, je vous prie, d'apporter tous les jours à ma sœur, à sept heures et demie sans faute, ses bottines, un petit pot d'eau bien chaude et une tasse de lait.
7. Ma femme a besoin d'une bonne française pour ses enfants ainsi que d'une femme-de-chambre pour elle-même.
8. Le ministre français est venu avec sa femme et une autre dame, il y a deux ou trois jours, mais mon père n'était pas à la maison.
9. Garçon, voulez-vous aller chercher un fiacre pour ramener à Londres mon ami et sa femme ?
10. Dites au cocher de conduire d'abord mon ami à la Banque, et ensuite lui et sa femme chez le médecin allemand qui demeure tout près de la poste.
11. J'ai besoin d'un bon cocher anglais pour moi et d'une bonne femme-de-chambre française pour ma femme.
12. N'avez-vouz pas besoin aussi d'une autre bonne pour vos enfants ? —leur bonne est très-vieille.
13. Voulez-vous mettre un autre pot-à-eau dans la chambre des enfants ?—le pot-à-eau qu'il y a est si petit.
14. Est-ce que cette vieille femme est encore domestique ?

No. LV.

mais non, ils sont maintenant de retour . . .
but no, they are now of return . . .

1. Où sont maintenant les enfants de mon frère ?
2. Ils *sont tous* dans leur chambre avec la vieille bonne anglaise.

3. Has my grandfather returned from London?

4. No, not yet; it is very early.

5. Is not the note paper cheaper now in France than it was?

6. Do you know, my boy, where my boots and my clothes are?

7. Are they not in your bed-room?

8. Four or five days ago my sister was in Paris, as well as her three children and their nurse, but they are now all in London at my father's.

9. When did you buy this pretty little French book?—Just now, my dear fellow, at the bookseller's in New Street.

10. Are the German clergyman's children still in Paris in a French family?

11. No; they are now at an old sister's of their grandfather, who lives near London.

12. Is it finer now than this morning?

13. It is finer now, but it is not very fine.

14. Have your children now returned from their morning walk?

15. No; they have not returned yet.

No. LVI.

1. Have we not any more blotting-paper?

2. No, we have none at all.

3. Have we any more steel pens?

4. Yes, three or four, but we have no French note paper.

5. We bought this little blotting-book at the prettiest shop in Paris, but where everything is very dear.

6. Is your physician returned from France, as well as his family?—Yes; for his little boy came yesterday to my sister's with his nurse.

7. We have not had any fire in our bed-room for more than three days.

8. We have none either in our drawing-room.

9. We had two days ago a very good breakfast at our friend's brother-in-law's, the young German, who lives near the new bridge.

10. The old English nurse does not look in very good humour when our children are with the young French nurse.

11. We have this cab for us two, my wife and myself, but we want another now for the children and their nurse.

12. Your old physician and his grandson are now returned from *France, for my sister* and I met them both near London Bridge.

3. Mon grand-père est-il de retour de Londres ?
4. Non, pas encore ; il est de très-bonne heure.
5. Le papier à lettre n'est-il pas maintenant moins cher en Franco qu'il n'était ?
6. Savez-vous, mon garçon, où sont mes bottines et mes habits ?
7. Est-ce qu'ils ne sont pas dans votre chambre à coucher ?
8. Il y a quatre ou cinq jours que ma sœur était à Paris, ainsi que ses trois enfants et leur bonne, mais ils sont maintenant tous à Londres chez mon père.
9. Quand est-ce que vous avez acheté ce joli petit livre français —Maintenant même, mon cher ami, chez le libraire de la rue Neuve.
10. Les enfants du ministre allemand sont-ils encore à Paris dans une famille française ?
11. Non, ils sont maintenant chez une vieille sœur de leur grand-père, qui demeure près de Londres.
12. Fait-il plus beau maintenant que ce matin ?
13. Il fait plus beau maintenant, mais il ne fait pas très-beau.
14. Vos enfants sont-ils maintenant de retour de leur promenade du matin ?
15. Non, ils ne sont pas encore de retour.

No. LVI.

car nous les avons rencontrés . . .
for we them have met . . .

1. N'avons-nous plus de papier buvard ?
2. Non, nous n'en avons pas du tout.
3. Avons-nous encore de plumes métalliques ?
4. Oui, trois ou quatre, mais nous n'avons pas de papier à lettre français.
5. Nous avons acheté ce petit buvard dans le plus joli magasin de Paris, mais où tout se vend très-cher.
6. Votre médecin est-il de retour de France ainsi que sa famille ?— Oui, car son petit garçon est venu hier chez ma sœur avec sa bonne.
7. Il y a plus de trois jours que nous n'avons pas de feu dans notre chambre à coucher.
8. Nous n'en avons pas non plus dans notre salon.
9. Nous avons fait il y a deux jours un très-bon déjeûner chez le beau-frère de notre ami, ce jeune allemand qui demeure près du pont neuf.
10. La vieille bonne anglaise n'a pas l'air de bonne humeur lorsque nos enfants sont avec la jeune bonne française.
11. Nous avons ce fiacre pour nous deux, ma femme et moi, mais il nous en faut un autre maintenant pour les enfants et leur bonne.
12. Votre vieux médecin et son petit-fils sont de retour de France, car ma sœur et moi nous les avons rencontrés tous deux près du Pont de Londres.

No. LVII.

1. Call us very early, for we want to go to the railway before breakfast.

2. Is your house near the London and Paris railway?

3. How much am I to give for a cab to take my sister's children and their nurse to the Paris and London railway?

4. Is your house near the railway?

5. No, it is very far from it, much farther than your physician's house.

6. It is but a little way from one house to the other.

7. Is not your father-in-law's house near the high road?

8. It is near the high road, but very far from the railway.

9. If the railway is so far from your house, you want a cab to go there.

10. Do you wish to take your walk to-day as early as yesterday, and to go as far?

11. Yes, at the same time; but not to go as far.

12. We must not go farther than the railway bridge.

13. Is there not a very fine iron bridge in Paris?

14. Yes; but there is one still finer in London, quite near the great London and Paris railway.

ELEVENTH SENTENCE.

No. LVIII.

1. Have we money enough for to-day and to-morrow?

2. I think we have. But I am not sure.

3. Although I think so too, tell your brother to go to the Bank this morning to fetch some.

4. I think it is not fine enough to-day to take a walk before breakfast.

5. Although I think I have enough with one book, tell the servant *to bring me two: one* French and the other English.

No. LVII.

pas loin du chemin de fer.
not far from the road of iron.

1. Éveillez-nous de très-bonne heure, car nous avons besoin d'aller au chemin de fer avant le déjeûner
2. Est-ce que votre maison est près du chemin de fer de Londres à Paris ?
3. Combien faut-il que je donne à un fiacre pour conduire les enfants de ma sœur avec leur bonne au chemin de fer de Paris à Londres ?
4. Est-ce que votre maison est près du chemin de fer ?
5. Non, elle en est très-loin, bien plus loin encore que la maison de votre médecin.
6. Il y a un petit chemin d'une maison à l'autre.
7. Est-ce que la maison de votre beau-père n'est pas près du grand chemin ?
8. Elle est près du grand chemin, mais très-loin du chemin de fer.
9. Si le chemin de fer est si loin de chez vous, il vous faut un fiacre pour y aller.
10. Est ce que vous voulez faire votre promenade aujourd'hui d'aussi bonne heure qu'hier, et aller aussi loin ?
11. À la même heure, oui, mais aller aussi loin, non.
12. Il ne faut pas aller plus loin que le pont du chemin de fer.
13. N'y a-t-il pas un pont de fer très-beau à Paris ?
14. Oui, mais il y en a un encore plus beau à Londres, tout près du grand chemin de fer de Londres à Paris.

ELEVENTH SENTENCE.

Although I think I have enough money to pay your account and mine, give me yet, if you can, a napoleon and some small change in franc-pieces and fifty-centime pieces.

No. LVIII.

Quoique je pense avoir assez d'argent . . .
Although I think to-have enough of money . . .

1. Avons-nous assez d'argent pour aujourd'hui et demain ?
2. Je pense qu'oui. Mais je ne suis pas sûr.
3. Quoique je le pense aussi, dites à votre frère d'aller en chercher à la Banque ce matin.
4. Je pense qu'il ne fait pas aujourd'hui assez beau pour faire une promenade avant le déjeûner.
5. Quoique je pense avoir assez avec un livre, dites au domestique de m'en *apporter* deux, un français et l'autre anglais.

6. This cup is not silver; is it?
7. No, I do not think it is. But I will inquire.
8. You know French pretty well; do you know German as well?
9. A jug of hot water is not enough for me and my brother: I think we want two.
10. Do you know if this young French lady who lives with my sister intends to go to Paris with her?
11. Have you not milk enough?
12. I have plenty of milk, but I have not coffee enough.
13. Tell the housemaid to bring the hot water to my sister in the little silver jug which I bought yesterday.
14. I think we want more than one cab to go to the railway, as we have the children and their nurse with us.

No. LIX.

1. What a long bill yours is! Is it not a doctor's account?
2. Mine is quite a little one: it is a bookseller's bill.
3. Only make up my brother-in-law's account for to-morrow.
4. But make up mine for to-day without fail.
5. Why will you not pay my account with yours?
6. I have not money enough to pay both.
7. I want to go after lunch to the Bank to fetch some money to pay the bookseller's account.
8. Have you enough now to pay yours and mine?
9. Yes, I think I have enough to pay both.
10. Your note paper is finer than mine, but I think it is not so good.
11. But your blotting-book, although not so dear, is prettier than mine.
12. Tell, if you please, the servant to make a fire in my sister's sitting-room as well as in mine, and to go afterwards to post this letter and this book.
13. Because my friend is an Englishman, why make him pay for this book more than it cost?
14. I think it is not right to charge him three francs for what cost only two francs.

No. LX.

1. How much do you give a day for this drawing-room and this bed-room?
2. I do not think I have money enough to settle your account *and mine; give* me then four or five francs more.

6. Est-ce que cette tasse est d'argent?
7. Non, je ne le pense pas. Mais je demanderai.
8. Vous savez assez bien le français: savez-vous aussi bien l'allemand?
9. Ce n'est pas assez d'un pot d'eau chaude pour moi et pour mon frère: je pense qu'il nous en faut deux.
10. Savez-vous si cette jeune dame française qui demeure avec ma sœur pense aller à Paris avec elle?
11. N'avez-vous pas assez de lait?
12. J'ai bien assez de lait, mais je n'ai pas assez de café.
13. Dites à la femme-de-chambre de porter l'eau chaude à ma sœur dans le petit pot d'argent que j'ai acheté hier.
14. Je pense qu'il nous faut plus d'un fiacre pour aller au chemin de fer, car nous avons avec nous les enfants et leur bonne.

No. LIX.

pour payer votre compte et le mien . . .
to pay your account and the mine . . .

1. Que votre compte est grand!—n'est-ce pas un compte de médecin?
2. Le mien est tout petit:—c'est un compte de libraire.
3. Ne faites le compte de mon beau-frère que pour demain.
4. Mais faites le mien pour aujourd'hui sans faute.
5. Pourquoi ne voulez-vous pas payer mon compte avec le vôtre?
6. Je n'ai pas assez d'argent pour payer les deux.
7. J'ai besoin d'aller après le second déjeûner à la Banque chercher de l'argent pour payer le compte du libraire.
8. En avez-vous assez maintenant pour payer le vôtre et le mien?
9. Oui, je pense en avoir assez pour payer l'un et l'autre.
10. Votre papier à lettre est plus beau que le mien, mais je pense qu'il n'est pas si bon.
11. Mais votre buvard, quoique moins cher, est plus joli que le mien.
12. Dites, je vous prie, à la domestique de faire du feu dans le salon de ma sœur ainsi que dans le mien, et d'aller ensuite mettre cette lettre et ce livre à la poste.
13. Pourquoi, parce que mon ami est anglais, lui faire payer ce livre plus cher qu'il ne se vend?
14. Je pense que ce n'est pas bien de lui faire payer trois francs ce qui ne se vend que deux francs.

No. LX.

donnez-moi cependant, si vous pouvez, . . .
give-me yet, if you can, . . .

1. Combien donnez-vous par jour pour ce salon et cette chambre à coucher?
2. Je ne pense pas avoir assez d'argent pour payer votre compte et *le mien: ainsi donnez*-moi quatre ou cinq francs de plus.

3. Waiter, can you not, or will you not, bring me my boots and my clothes before half-past seven?

4. You can call me earlier than seven o'clock; can't you?

5. You may clear the table now, and go to post our letters.

6. This paper is finer than the note paper which you bought in London, and, moreover, it is not so dear.

7. I think you may have some as fine and as cheap in London as in Paris.

8. Give some, if you please, to my sister, as she has none in her blotting-book.

9. Coachman, can you now take my father to the Bank, and home again before five o'clock?

10. My brother has a bad cold, but, however, call him to-morrow morning at the same hour, because he wants to go before breakfast to his father-in-law's and to the physician's.

11. Give my boots, if you please, to the man whom the bootmaker will send this evening.

12. Can you go just now to the bookseller's who lives near the old bridge, to fetch a German book for my sister?

No. LXI.

1. Have you some change? I have not any small change.

2. Give me, if you please, the change for a napoleon.

3. Why do you want change?

4. I want some to pay the cabman, who has not change for a napoleon.

5. I do not think I have any change:—no, I have none.

6. Ask for the change at the bookseller's.

7. For how much?—For a napoleon.

8. Have you some pretty French book for my sister?

9. Where is the Mint in Paris?

10. Will you go to the Mint with me?

11. With pleasure, but I think we must have a cab: the Mint is very far off.

12. Have you not any friend in Paris who lives near the Pont-Neuf? —Yes; why?

13. Is it not he whose name is Napoléon?

14. No, it is the young Frenchman who lives near the Mint.

15. My sitting-room is larger than yours, but my bed-room is smaller.

16. *Ask, in passing,* the bookseller if he has a French book which is *called Napoléon-le-Grand.*

3. Garçon, ne pouvez-vous pas, ou ne voulez-vous pas, m'apporter mes bottines et mes habits avant sept heures et demie?
4. Est-ce que vous ne pouvez pas m'éveiller plus de bonne heure que sept heures?
5. Vous pouvez desservir maintenant et aller mettre nos lettres à la poste.
6. Ce papier est plus beau que le papier à lettre que vous avez acheté à Londres, et cependant il est moins cher.
7. Je pense que vous pouvez en avoir à Londres, ainsi qu'à Paris, d'aussi beau et d'aussi bon marché.
8. Donnez-en, je vous prie, à ma sœur, car elle n'en a pas du tout dans son buvard.
9. Cocher, pouvez-vous conduire maintenant mon père à la Banque et le ramener chez lui avant cinq heures?
10. Mon frère est très-enrhumé, mais cependant éveillez-le demain matin à la même heure, parce qu'il a besoin d'aller avant le déjeûner chez son beau-père et chez le médecin.
11. Donnez, je vous prie, mes bottines au garçon que le cordonnier français enverra ce soir.
12. Pouvez-vous aller maintenant même chez le libraire qui demeure près du vieux pont, chercher un livre allemand pour ma sœur?

No. LXI.

un napoléon et quelque petite monnaie . . .
a napoleon and some small money . . .

1. Avez-vous de la monnaie?—je n'ai pas de petite monnaie.
2. Donnez-moi, je vous prie, la monnaie d'un napoléon.
3. Pourquoi avez-vous besoin de monnaie.
4. J'en ai besoin pour payer le cocher, qui n'a pas la monnaie d'un napoléon.
5. Je ne pense pas avoir de monnaie:—non, je n'en ai pas.
6. Demandez la monnaie chez le libraire.
7. De combien?—D'un napoléon.
8. Avez-vous quelque joli livre français pour ma sœur?
9. Où est la Monnaie à Paris.
10. Voulez-vous aller à la Monnaie avec moi?
11. Avec plaisir, mais je pense qu'il nous faut un fiacre: la Monnaie est très-loin.
12. Avez-vous quelque ami à Paris qui demeure près du Pont-Neuf? —Oui; pourquoi?
13. N'est-ce pas lui qui se nomme Napoléon?
14. Non, c'est le jeune français qui demeure près de la Monnaie.
15. Mon salon est plus grand que le vôtre; mais ma chambre à coucher est plus petite.
16. Demandez en passant au libraire s'il a un livre français qui se nomme *Napoléon-le-Grand.*

No. LXII.

1. Can you, my man, give me change for two francs in fifty-centime pieces?

2. You do not give me my due; there are four fifty-centime pieces in two francs, and you give me only three?

3. What is the price of this book in Paris? Is it not three francs fifty centimes?

4. Yes; but in London it costs fifty centimes more.

5. You can have a very good breakfast in Paris for two francs, and a cup of coffee with milk for fifty centimes.

6. Ask my brother, if you please, for fifty francs to pay the bootmaker's account.

7. Give one franc to the old servant, and tell him to bring me this morning some steel pens and some blotting-paper.

8. I bought some for one franc and fifty centimes four or five days ago, but I have not any more.

9. The old English lady who lives near the Mint will send to-day fifty francs to this young French woman who has seven children.

10. I have not quite enough to pay the bootmaker and the bookseller; I want five francs fifty centimes more; if you have change, give me them.

11. Give, if you please, one franc to the waiter: fifty centimes for me and fifty centimes for my friend.

12. Tell the housemaid to bring me, before lunch, the change for a napoleon, in five-franc, two-franc, one-franc, and fifty-centime pieces.

13. Was it not in fifty-four that Napoleon the Third came to London?

14. No; it was in fifty-five.

TWELFTH SENTENCE.

No. LXIII.

1. What are you doing?—I am making up a parcel.

2. What is there in this parcel?—Clothes.

3. Are you not making up a parcel?

4. No; I am not making up any parcel: I am making up an account.

5. *Whilst I am making* up this account, make up the parcel.

No. LXII.

en pièces d'un franc et de cinquante centimes.
in pieces of a franc and of fifty centimes.

1. Pouvez-vous, mon garçon, me donner la monnaie de deux francs en pièces de cinquante centimes?
2. Vous ne me donnez pas mon compte; il y a quatre pièces de cinquante centimes dans deux francs, et vous ne m'en donnez que trois.
3. Combien ce livre se vend-il à Paris? N'est-ce pas trois francs cinquante?
4. Oui; mais à Londres il se vend cinquante centimes de plus.
5. Vous pouvez avoir à Paris un très-bon déjeûner pour deux francs, et une tasse de café au lait pour cinquante centimes.
6. Demandez, je vous prie, cinquante francs à mon frère pour payer le compte du cordonnier.
7. Donnez un franc au vieux domestique, et dites-lui de m'apporter ce matin des plumes métalliques et du papier buvard.
8. J'en ai acheté il y a quatre ou cinq jours pour un franc cinquante centimes, et je n'en ai plus.
9. La vieille dame anglaise qui demeure près de la Monnaie enverra aujourd'hui cinquante francs à cette jeune femme française qui a sept enfants.
10. Je n'ai pas tout à fait assez pour payer le cordonnier et le libraire; il me faut cinq francs cinquante centimes de plus; si vous avez de la monnaie, donnez-les moi.
11. Donnez, je vous prie, un franc au garçon: cinquante centimes pour moi et cinquante centimes pour mon ami.
12. Dites à la femme-de-chambre de m'apporter avant le second déjeûner, la monnaie d'un napoléon en pièces de cinq francs, d'un franc et de cinquante centimes.
13. N'est-ce pas en cinquante-quatre que Napoléon Trois est venu à Londres?
14. Non: c'est en cinquante-cinq.

TWELFTH SENTENCE.

Whilst I am making up this parcel to give to the porter of the hotel, bring these books here and put them into the portmanteau; my daughter-in-law's underneath, mine over hers, and my husband's over all.

No. LXIII.

Pendant que je fais ce paquet . . .
Whilst that I make this parcel . . .

1. Qu'est-ce que vous faites?—Je fais un paquet.
2. Qu'est-ce qu'il y a dans ce paquet?—Des habits.
3. Ne faites-vous pas un paquet?
4. Non, je ne fais pas de paquet: je fais un compte.
5. Pendant que je fais ce compte, faites le paquet.

6. For whom is this parcel?—for you or for me?

7. This parcel is not for us; it is for the young English lady whose room is near ours.

8. Whilst I am making up this parcel, tell the waiter to go and fetch a cab.

9. Is the cab come?—Yes. Very well; now do me the favour to put in it this little parcel, this large book, and this blotting-book, and tell the cabman afterwards where he must drive us.

10. I make my breakfast every day off a cup of coffee, and my sister off a cup of milk.

11. Whilst my brother is in Paris, I intend to go and spend four or five days at my friend's, the young German clergyman.

12. You have not another parcel to make up; have you?

13. Yes. Whilst I am making it up, you may go and post my letters for it is near five o'clock.

14. Where shall I put this parcel?—in the bed-room or in the drawing-room?

15. Whilst I am taking my morning walk, you may also take a little walk with the children and their nurse.

No. LXIV.

1. Where is the porter of the hotel?—He is in the other room.

2. Will you give him this parcel?

3. Is there any post-office near our hotel?

4. There is one quite near my friend's hotel.

5. How much shall I give for a cab to go to the London hotel?

6. Tell the porter, if you please, to bring into our bed-room the parcel and all the clothes which are in the drawing-room.

7. We want to go to the Grand-Hôtel this morning without fail.

8. There is not such a large hotel in London as the Grand-Hôtel in Paris.

9. Tell the coachman to take us to the Hôtel de France.

10. Had not the postman any letter for me to-night?

11. The postman has not come yet.

12. What am I to give now to the porter of the hotel?—Give him the little parcel I made up this morning.

13. You must give him also the parcel which I am making up now.

14. The French clergyman and his wife have returned from France I met them yesterday quite near the Hôtel-Anglais.

15. Do you know what is the name of the hotel where my brother-in-law is?

16. It is called the Petit-Hôtel.

17. The hotel where your father-in-law is is not large, it is not fine *either; but it is good* and cheap. Is it not all that is wanted?

6. Pour qui est ce paquet? — pour vous ou pour moi?
7. Ce paquet n'est pas pour nous; il est pour la jeune dame anglaise qui a sa chambre près de la nôtre.
8. Pendant que je fais ce paquet, dites au garçon d'aller chercher un fiacre.
9. Le fiacre est-il venu? — Oui; c'est très-bien. Maintenant faites-moi le plaisir d'y mettre ce petit paquet, ce grand livre, et ce buvard, et dites ensuite au cocher où il faut nous conduire.
10. Je fais mon déjeuner tous les jours d'une tasse de café, et ma sœur d'une tasse de lait.
11. Pendant que mon frère est à Paris, je pense aller passer quatre ou cinq jours chez mon ami, le jeune ministre allemand.
12. Est-ce que vous avez encore quelque paquet à faire?
13. Oui; pendant que je le fais, vous pouvez aller mettre mes lettres à la poste, car il est près de cinq heures.
14. Où faut-il mettre ce paquet? — dans la chambre à coucher ou dans le salon?
15. Pendant que je fais ma promenade du matin, vous pouvez vous aussi faire une petite promenade avec les enfants et leur bonne.

No. LXIV.

pour donner au facteur de l'hôtel . . .
for to-give to-the porter of the hotel . . .

1. Où est le facteur de l'hôtel? — Il est dans l'autre chambre.
2. Voulez-vous lui donner ce paquet?
3. Y a-t-il une poste près de notre hôtel?
4. Il y en a une tout près de l'hôtel de mon ami.
5. Combien faut-il donner à un fiacre pour aller à l'hôtel de Londres?
6. Dites au facteur, je vous prie, d'apporter dans notre chambre à coucher le paquet et tous les habits qui sont au salon.
7. Nous avons besoin d'aller au Grand-Hôtel, ce matin, sans faute.
8. Il n'y a pas à Londres d'hôtel aussi grand que le Grand-Hôtel de Paris.
9. Dites au cocher de nous conduire à l'Hôtel de France.
10. Le facteur n'avait-il pas quelque lettre pour moi ce soir?
11. Le facteur n'est pas encore venu.
12. Que faut-il donner maintenant au facteur de l'hôtel? — Donnez-lui le petit paquet que j'ai fait ce matin.
13. Il faut lui donner aussi le paquet que je fais maintenant.
14. Le ministre français et sa femme sont de retour de France: je les ai rencontrés hier tout près de l'Hôtel-Anglais.
15. Savez-vous comment se nomme l'hôtel où est mon beau-frère?
16. Il se nomme le Petit-Hôtel.
17. L'hôtel où est votre beau-père n'est pas grand, il n'est pas beau non plus; mais il est bon et bon marché; n'est-ce pas tout ce qu'il faut?

No. LXV.

1. Am I to put this parcel here?
2. No; bring it to my sister, as well as the books which are here.
3. The parcel is for her, and these books also.
4. Are my sister's children here?—No; they are in the drawing-room.
5. Bring the small parcel to my friend, and tell him to do me the favour to call here, if he can, before his lunch.
6. Your brother-in-law is not here; is he?
7. Yes; he is here for four or five days, with his wife, his three children, their old English nurse, and their young French nurse.
8. Has your father the same servant here he had in London?—No; he has another, who came with him from Paris.
9. Bring to my sister a cup of milk and some hot water in her little silver jug.
10. Why do you not bring us our hot water, our boots, and our clothes every morning before seven?
11. Our clothes are here, you say; very well, but did you brush them?
12. You say that everything is sold cheap here; I do not think so.
13. I think that everything is very dear here; dearer even than in Paris and in London.
14. There is a French bookseller in Bank Street, and an English one in New Street.
15. Four or five days ago my brother bought a French book at your bookseller's; ask him if he will not send it this evening or to-morrow.

No. LXVI.

1. Waiter, do you know where my large portmanteau is?
2. It is not here: there is only my small portmanteau here.
3. This portmanteau is not mine. Is it not yours?
4. My portmanteau is new and this portmanteau is old.
5. Porter, ask where my portmanteau is.
6. Your large portmanteau is here.
7. Very well; put it into my bed-room with the small one.
8. Whose is the large portmanteau?
9. The large portmanteau is mine; the small box is my sister's.
10. A lady does not want a large box.
11. I do not think so: I think that a lady wants a very large box, larger even than yours, which is so large.
12. Why do you put my books into this small box?
13. Put them, if you please, into the large one, and not into the small one.
14. The small portmanteau is for my clothes.
15. *I have* fewer clothes than books: that is why the small portmanteau *is* large enough for the clothes.

No. LXV.

apportez ces livres ici . . .
bring these books here . . .

1. Est-ce ici qu'il faut mettre ce paquet?
2. Non; apportez-le à ma sœur ainsi que les livres qui sont ici.
3. Le paquet est pour elle, et ces livres aussi.
4. Les enfants de ma sœur sont-ils ici?—Non; ils sont au salon.
5. Apportez ce petit paquet à mon ami, et dites-lui de me faire le plaisir de passer ici, s'il peut, avant son second déjeuner.
6. Est-ce que votre beau-frère est ici?
7. Oui; il est ici pour quatre ou cinq jours avec sa femme, ses trois enfants, leur vieille bonne anglaise, et leur jeune bonne française.
8. Votre père a-t-il ici le même domestique qu'il avait à Londres? —Non; il en a un autre qui est venu avec lui de Paris.
9. Apportez à ma sœur une tasse de lait, et de l'eau chaude dans son petit pot d'argent.
10. Pourquoi ne nous apportez-vous pas notre eau chaude, nos bottines, et nos habits tous les matins avant sept heures?
11. Nos habits sont ici, dites-vous; c'est très-bien, mais les avez-vous brossés?
12. Vous dites que tout se vend bon marché ici: je ne le pense pas.
13. Je pense que tout est ici très-cher, plus cher même qu'à Paris et qu'à Londres.
14. Il y a dans la rue de la Banque un libraire français, et dans la rue Neuve un libraire anglaise.
15. Il y a quatre ou cinq jours que mon frère a acheté un livre français chez notre libraire, demandez lui s'il ne l'enverra pas ce soir ou demain.

No. LXVI.

et mettez-les dans cette grande malle . . .
and put them into this large portmanteau . . .

1. Garçon, savez-vous où est ma grande malle?
2. Elle n'est pas ici: il n'y a ici que ma petite malle.
3. Cette malle n'est pas à moi. N'est-ce pas la vôtre?
4. Ma malle est neuve, et cette malle est vieille.
5. Facteur, demandez où est ma malle.
6. Votre grande malle est ici.
7. Très-bien: mettez-la dans ma chambre avec la petite.
8. À qui est la grande malle?
9. La grande malle est à moi, la petite est à ma sœur.
10. Une dame n'a pas besoin d'une grande malle.
11. Je ne pense pas ainsi. Je pense qu'une dame a besoin d'une très-grande malle; plus grande même que la vôtre, qui est si grande.
12. Pourquoi mettez-vous mes livres dans cette petite malle?
13. Mettez-les, je vous prie, dans la grande et non dans la petite.
14. La petite malle est pour mes habits.
15. J'ai moins d'habits que de livres: c'est pourquoi la petite malle est assez *grande* pour les habits.

16. Bring me my brother's blotting-book, as I have not mine: it is still in my portmanteau.

17. My sister is not very tall, but she is, however, the tallest in all the family.

No. LXVII.

1. Where is my daughter-in-law?

2. Is not your-daughter-in law here?

3. My daughter-in-law is at home; is she not?

4. Has her daughter-in-law returned?

5. No; she is still in Paris with her sister-in-law.

6. Where does your daughter-in-law reside in London?

7. She lives in this fine new house which is quite near the Bank.

8. Have you not any letter from your daughter-in-law to-day?

9. The postman has not come yet; but if I have not one from my daughter-in-law, I think I shall have one from my sister-in-law.

10. If it is fine to-morrow morning, call my daughter early, but first make a good fire in her little drawing-room, because she is not very well.

11. Has not your daughter-in-law two children?

12. Yes; a boy and a girl.

13. The boy is very tall, but the girl is very short.

14. Where are your daughter's children now?

15. They are in Paris at their grandfather's; but my sons are in London, at my sister's.

16. All our clothes are in this large portmanteau: I think my brother's are underneath.

17. This young English lady who lives in the same house as your sister-in-law is as good as she is rich and handsome.

18. If you go out this morning, ask my daughter-in-law when she will send her little boy to spend two or three days with my daughter's children.

No. LXVIII.

1. My brother's books are in the large portmanteau, but where are mine?

2. Mine are not here. But I will bring them.

3. Nor yet his. For he has taken them away.

4. Are my daughter's over mine?

5. No; hers are underneath.

6. *Why do you* not bring every day my brother-in-law's clothes *with mine?*

16. Apportez-moi le buvard de mon frère, car je n'ai pas le mien : il est encore dans ma malle.
17. Ma sœur n'est pas très-grande, et c'est cependant la plus grande de toute la famille.

No. LXVII.

ceux de ma belle-fille dessous . . .
those of my daughter-in-law underneath . . .

1. Où est ma belle-fille ?
2. Votre belle-fille n'est-elle pas ici ?
3. Est-ce que ma belle-fille n'est pas à la maison ?
4. La belle-fille est-elle de retour ?
5. Non ; elle est encore à Paris avec sa belle-sœur.
6. Où demeure votre belle-fille à Londres ?
7. Elle demeure dans cette belle maison neuve qui est tout près de la Banque.
8. Avez-vous quelque lettre de votre belle-fille aujourd'hui ?
9. Le facteur n'est pas encore venu ; mais si je n'en ai pas de ma belle-fille, je pense en avoir une de ma belle sœur.
10. S'il fait beau demain matin, éveillez ma fille de bonne heure, mais faites auparavant un bon feu dans son petit salon, parce qu'elle n'est pas très-bien.
11. Votre belle-fille n'a-t-elle pas deux enfants ?
12. Oui ; un garçon et une fille.
13. Le garçon est très-grand, mais la fille est très-petite.
14. Où sont maintenant les enfants de votre fille ?
15. Ils sont à Paris chez leur grand-père, mais ceux de mon fils sont à Londres chez ma sœur.
16. Tous nos habits sont dans cette grande malle : je pense que ceux de mon frère sont dessous.
17. Cette jeune dame anglaise qui demeure dans la même maison que votre belle-sœur est aussi bonne qu'elle est riche et belle.
18. Si vous sortez ce matin, demandez à ma belle-fille quand est-ce qu'elle enverra son petit garçon passer deux ou trois jours avec les enfants de ma fille.

No. LXVIII.

les miens sur les siens . . .
the mine upon the his . . .

1. Les livres de mon frère sont dans la grande malle, mais où sont les miens ?
2. Les miens ne sont pas ici. Mais je les apporterai.
3. Les siens non plus. Car il les a emportés.
4. Ceux de ma fille sont-ils sur les miens ?
5. Non, les siens sont dessous.
6. Pourquoi n'apportez-vous pas tous les jours les habits de mon beau-frère avec les miens ?

7. His are not brushed yet.
8. Do you know if his clothes are with mine in the large box?
9. Although I think I shall want my books before my daughter, put them underneath, and hers upon mine.
10. Why do you not put this large parcel upon the large box?
11. Whose are these children?—your sister-in-law's?—No; they are mine: hers are not here.
12. You have now all your books, but the box where my brother's and mine are is still at the railway.
13. You thought that our doctor was still in Paris with his sister and brother-in-law, but they are all three here, for my daughter-in-law met them yesterday on the iron bridge.
14. Shall I put this large parcel into the cab?—No; put it upon the cab, with my large portmanteau.

No. LXIX.

1. Where is my husband? Have you seen him to-day?
2. Has not your husband returned?
3. Your husband is not still in Paris—is he?
4. Ask my husband if he has the change for a napoleon to pay for these boots, as the bootmaker has not change.
5. Must I go this way to go to the Chief Post-office?
6. No; I think you must go through New Street.
7. This lady's husband, although a Frenchman, looks quite like an Englishman.
8. Put all these books in the large box which is here, mine underneath, and my husband's, my son's, and my daughter's above.
9. My husband does not think he has money enough to pay the hotel bill.
10. Will you go and fetch some from the Bank? My husband has a bad cold to-day, and cannot go there.
11. Good as my brother is, he is not so good as my husband.
12. Your son makes, I think, a good husband, but I think also that your daughter-in-law makes a very good wife: she looks so good!
13. The air is very pleasant this morning, and I think I shall go to take a little walk after breakfast with my husband and my children.
14. What is the woman's husband?—He is a coachman.—And his wife?—She is a servant.
15. Tell your husband to call at five o'clock; or even sooner if he can.
16. Is it for you that your husband bought this nice little silver jug?
17. Bring into our bed-room all my husband's clothes, after you have brushed them well.
18. Call my husband early, because he wants to go to the Grand-Hôtel and to the railway before breakfast.

7. Les siens ne sont pas encore brossés.
8. Savez-vous si ses habits sont avec les miens dans la grande malle?
9. Quoique je pense avoir besoin de mes livres avant ma fille, mettez-les dessous, et les siens sur les miens.
10. Pourquoi ne mettez-vous pas ce grand paquet sur la grande malle?
11. À qui sont ces enfants—à votre belle-sœur?—Non, ce sont les miens: les siens ne sont pas ici.
12. Vous avez maintenant tous vos livres, mais la malle où sont les miens et ceux de mon frère est encore au chemin de fer.
13. Vous pensiez que notre médecin était encore à Paris avec sa sœur et son beau-frère, mais ils sont tous trois ici, car ma belle-fille les a rencontrés hier sur le pont de fer.
14. Faut-il mettre ce grand paquet dans le fiacre?—Non, mettez-le sur le fiacre avec ma grande malle.

No. LXIX.

et ceux de mon mari par-dessus.
and those of my husband over all.

1. Où est mon mari? L'avez-vous vu aujourd'hui?
2. Votre mari n'est-il pas de retour?
3. Est-ce que votre mari est encore à Paris?
4. Demandez à mon mari s'il a la monnaie d'un napoléon pour payer ces bottines, car le cordonnier n'a pas de monnaie.
5. Faut-il passer par ici pour aller à la Grande-Poste?
6. Non: je pense qu'il faut passer par la rue Neuve.
7. Le mari de cette dame, quoique français, a l'air tout à fait anglais.
8. Mettez tous ces livres dans la grande malle qui est ici, les miens par dessous, et ceux de mon mari, de mon fils et de ma fille par-dessus.
9. Mon mari ne pense pas avoir assez d'argent pour payer le compte de l'hôtel.
10. Voulez-vous aller en chercher à la Banque? mon mari est très-enrhumé aujourd'hui, et ne peut pas y aller.
11. Tout bon qu'est mon frère, il n'est pas si bon que mon mari.
12. Votre fils fait, je pense, un bon mari; mais je pense aussi que votre belle-fille fait une très-bonne femme: elle a l'air si bonne.
13. L'air est très-bon ce matin, et je pense aller faire une petite promenade après le déjeûner avec mon mari et mes enfants.
14. Que fait le mari de cette femme?—Il est cocher.—Et sa femme? —Elle est domestique.
15. Dites à votre mari de passer à cinq heures, ou plus tôt même, s'il peut.
16. Est-ce pour vous que votre mari a acheté ce joli petit pot d'argent?
17. Apportez dans notre chambre à coucher tous les habits de mon mari, après les avoir bien brossés.
18. Éveillez mon mari de bonne heure, parce qu'il a besoin d'aller au Grand-Hôtel et au chemin de fer avant le déjeûner.

THIRTEENTH SENTENCE.

No. LXX.

1. Could you tell it to me?
2. Could you not tell it to my brother?
3. You could give it to the postman.
4. You could not tell it to me.
5. Could you tell it to them?
6. You could do it with me.
7. Perhaps you could not do it without me.
8. Could you not do me the favour to call this morning on my sister-in-law?
9. Could you give me change for five francs in small coins?
10. Perhaps you want the German book which I have in my bedroom?
11. Yes; could you spare it to-day?
12. You could, when we are at breakfast, take these boots to the bootmaker in the new street, to have them stretched.
13. Waiter, could you bring me the hot water sooner to-morrow morning?
14. You could perhaps tell me, my good man, where New Bridge Street is?
15. Could you not bring before seven o'clock, my clothes and my brother's?
16. Could you tell me if the postman has come?
17. Perhaps my friend came when we were at breakfast, and the servant did not come to tell us.
18. You could perhaps tell us where the French clergyman lives.

No. LXXI.

1. What is the price of this umbrella?
2. Whose umbrella is this?
3. For whom is this umbrella?
4. Who has my umbrella?
5. Do you know where my umbrella is?
6. Could you tell me where my umbrella is?
7. Is this your umbrella?
8. No, this umbrella is very old, and mine is quite new: it is four *or five days at most since* I had it.

THIRTEENTH SENTENCE.

Perhaps you could tell me what would be the price of an umbrella like that which I lost in the bazaar last week, and of a parasol like that of which your mother made you a present.

No. LXX.

Peut-être pourriez-vous me dire . . .
Perhaps could you me tell . . .

1. Pourriez-vous me le dire ?
2. Ne pourriez-vous pas le dire à mon frère ?
3. Vous pourriez le donner au facteur.
4. Vous ne pourriez pas me le dire.
5. Pourriez-vous le leur dire ?
6. Vous pourriez le faire avec moi.
7. Peut-être ne pourriez-vous pas le faire sans moi.
8. Ne pourriez-vous pas me faire le plaisir de passer ce matin chez ma belle-sœur ?
9. Pourriez-vous me donner la monnaie de cinq francs en petites pièces ?
10. Peut-être avez-vous besoin du livre allemand que j'ai dans ma chambre ?
11. Oui : pourriez-vous vous en passer pour aujourd'hui ?
12. Vous pourriez pendant le déjeûner apporter ces bottines chez le cordonnier de la rue neuve pour les faire élargir.
13. Garçon, pourriez-vous m'apporter l'eau chaude plus tôt demain matin ?
14. Vous pourriez peut-être me dire, mon ami, où est la rue du Pont-Neuf.
15. Ne pourriez-vous pas apporter, avant sept heures, mes habits et ceux de mon frère ?
16. Pourriez-vous me dire si le facteur est venu ?
17. Peut-être mon ami est-il venu pendant le déjeûner, et le domestique n'est pas venu nous le dire.
18. Vous pourriez peut-être nous dire où demeure le ministre français.

No. LXXI.

quel serait le prix d'un parapluie . . .
what would-be the price of an umbrella . . .

1. Quel est le prix de ce parapluie ?
2. À qui est ce parapluie ?
3. Pour qui est ce parapluie ?
4. Qui a mon parapluie ?
5. Savez-vous où est mon parapluie ?
6. Pourriez-vous me dire où est mon parapluie ?
7. Est-ce votre parapluie ?
8. Non, ce parapluie est très-vieux, et le mien est tout neuf : il y a *tout au plus quatre* ou cinq jours que je l'ai.

9. Will you do me the favour to go and fetch my umbrella?
10. What do you say? That you cannot walk one step without your umbrella?
11. What a large umbrella!—It is my father's.
12. What a nice little umbrella!—It is my sister's.
13. What is the price of this book?—Five francs fifty centimes.
14. Who is the man-servant who came to fetch our letters to post them?—The old German man-servant.
15. The youngest of our doctor's children has had a second French prize.
16. Our friend would have come if he had returned from France.
17. What is the price of this little silver jug?—Two pounds in English money—which is fifty francs in French money.
18. Give the porter of the hotel my large portmanteau, the small parcel which I made up this morning, the large parcel which is here, and my umbrella.
19. It always rains when I do not take my umbrella.

No. LXXII.

1. What have you lost?
2. Have you not lost a napoleon?
3. He has not lost a pound; has he?
4. Has she lost her umbrella?
5. We have lost ours.
6. I think I have lost one of my French books on the railway.
7. Which have you lost?
8. The one which I bought the other day in Paris.
9. I have one just like it: do you wish to have it?
10. Where are my two German books?—There is only one here.
11. Can the other be lost?
12. You may say that you have a large umbrella. How large it is! The one which you have lost was not so large: was it?
13. No, it was like yours.
14. I bought in Paris for seven francs fifty centimes a blotting-book quite like your sister's.
15. Could you tell me what would be the price of a small umbrella like that which you lost?
16. I have lost almost half an hour in looking for my umbrella.
17. Is not this cab like the one which my friend had to go to the Grand-Hôtel?
18. *Could you spare* your blotting-book for half an hour? That *I bought in* the shop at the new street has not come yet.

9. Voulez-vous me faire le plaisir d'aller me chercher mon parapluie ?
10. Qu'est-ce que vous dites ?—Que vous ne pouvez pas faire un pas sans votre parapluie.
11. Quel grand parapluie !—C'est le parapluie de mon père.
12. Quel joli petit parapluie !—C'est le parapluie de ma sœur.
13. Quel est le prix de ce livre ?—Cinq francs cinquante.
14. Quel est le domestique qui est venu chercher nos lettres pour les mettre à la poste ?—Le vieux domestique allemand.
15. Le plus jeune des enfants de notre médecin a eu un second prix de français.
16. Notre ami serait venu s'il était de retour de France.
17. Quel est le prix de ce petit pot d'argent ?—Deux livres en monnaie anglaise, ce qui fait cinquante francs en monnaie française.
18. Donnez au facteur de l'hôtel ma grande malle, le petit paquet qui est ici, et mon parapluie.
19. Il pleut toujours quand je ne prend pas mon parapluie

No. LXXII.

semblable à celui que j'ai perdu . . .
like to that which I have lost . . .

1. Qu'est-ce que vous avez perdu ?
2. N'avez-vous pas perdu un napoléon ?
3. Est-ce qu'il a perdu une livre ?
4. A-t-elle perdu son parapluie ?
5. Nous avons perdu le nôtre.
6. Je pense avoir perdu un de mes livres français au chemin de fer.
7. Lequel avez-vous perdu ?
8. Celui que j'ai acheté l'autre jour à Paris.
9. J'en ai un tout-à-fait semblable : le voulez-vous ?
10. Où sont mes deux livres allemands ?—il n'y en a qu'un ici.
11. Est-ce que l'autre serait perdu ?
12. Vous pouvez dire que vous avez un grand parapluie : est-il grand ! —Est-ce que celui que vous avez perdu était aussi grand ?
13. Non, il était semblable au vôtre.
14. J'ai acheté à Paris pour sept francs cinquante un buvard tout-à-fait semblable à celui de votre sœur.
15. Pourriez-vous me dire quel serait le prix d'un petit parapluie semblable à celui que vous avez perdu ?
16. J'ai perdu près de demi-heure à chercher mon parapluie.
17. Ce fiacre n'est-il pas semblable à celui qu'avait mon ami pour aller au Grand-Hôtel ?
18. Pourriez-vous vous passer de votre buvard pendant une demi-heure ?—Celui que j'ai acheté au magasin de la rue neuve n'est pas *encore venu.*

No. LXXIII.

1. Is the little Bazaar near here?—Yes, quite near.
2. The great Bazaar is farther, is it not?—It is farther, but not very far.
3. To which will you go?—To both.
4. Which is the finer of the two?—The great Bazaar, I think.
5. Which way am I to go to get to the great Bazaar?
6. Where did you buy this pretty little jug?—I bought it at the French Bazaar, last week.
7. Where is this Bazaar?—Close by the iron bridge, in the last house of the new street.
8. Shall I want a cab to go to the Bazaar where you bought your blotting-book, and your sister-in-law's umbrella?—Not at all; it is not far off.
9. Your doctor's son and daughter-in-law are returned from France, for we met them in the Bazaar last week.
10. Do you know what is the name of this large Bazaar that is near the Bank of France?
11. It is named the Bazar-Napoléon.
12. You say you have lost your umbrella in the Bazaar.
13. Was it in the Bazaar itself that you lost it?—I think so.
14. As for me, I have not lost any umbrella in the Bazaar, but I lost a half-napoleon there some days ago.
15. When did you lose it; this week?—No, last week.
16. Why did not your friend, the young German minister (clergyman) come with you?—Because he wanted to go to the Paris Bazaar with his wife and children.

No. LXXIV.

1. Is this parasol yours?
2. No; I think it is my daughter-in-law's.
3. Is it not like yours?
4. Not quite: my parasol is larger.
5. What a nice little umbrella you have!
6. It is as dear as my sister-in-law's?
7. What is the price of your sister-in-law's?—One pound perhaps.
8. My parasol, pretty as it is, is not as dear.
9. You want some new boots: yours are quite old.
10. Yes; I think I want some.
11. *Ask the cabman,* if you please, if my daughter's book is not in *his cab.*

No. LXXIII.

au Bazar, la semaine dernière . . .
at the Bazaar, the week last . . .

1. Le petit Bazar est-il près d'ici ?—Oui, tout près.
2. Le grand Bazar est plus loin, n'est-ce pas ?—Il est plus loin, mais pas très-loin.
3. Au quel voulez-vous aller ?—A tous les deux.
4. Lequel des deux est le plus beau ?—Le grand Bazar, je pense.
5. Par où faut-il passer pour aller au grand Bazar ?
6. Où avez-vous acheté ce joli petit pot ?—Je l'ai acheté au Bazar français la semaine dernière.
7. Et où est ce Bazar ?—Tout près du pont de fer, la dernière maison de la rue neuve.
8. Faut-il un fiacre pour aller au Bazar où vous avez acheté votre buvard et le parapluie de notre belle-sœur ?—Pas du tout, il est à deux pas d'ici.
9. Le fils et la belle-fille de votre médecin sont de retour de France, car nous les avons rencontrés au Bazar la semaine dernière.
10. Savez-vous comment se nomme ce grand Bazar qu'l y a près de la Banque de France ?
11. Il se nomme le Bazar-Napoléon.
12. Vous dites que vous avez perdu votre parapluie au Bazar.
13. Est-ce dans le Bazar même que vous l'avez perdu ?—Je pense qu'oui.
14. Moi, je n'ai pas perdu de parapluie au Bazar, mais j'y ai perdu un demi-napoleón il y a quelques jours.
15. Quand est-ce que vous l'avez perdu ; cette semaine ?—Non, la semaine dernière.
16. Pourquoi votre ami, le jeune ministre allemand, n'est-il pas venu avec vous ?—Parce qu'il avait besoin d'aller au Bazar de Paris avec sa femme et ses enfants.

No. LXXIV.

et d'une ombrelle comme celle . . .
and of a parasol like that . . .

1. Cette ombrelle est-elle à vous ?
2. Non : je pense que c'est celle de ma belle-fille.
3. N'est-elle pas comme la vôtre ?
4. Pas tout-a-fait : mon ombrelle est plus grande.
5. Quel joli petit parapluie vous avez !
6. Est-elle aussi chère que celle de ma belle-sœur ?
7. Quel est le prix de celle de votre belle-sœur ?—Une livre peut-être.
8. Mon ombrelle, tout jolie qu'elle est, n'est pas si chère.
9. Vous avez besoin de bottines neuves ; les vôtres sont bien vieilles.
10. Oui, je pense que j'en ai besoin.
11. Demandez, je vous prie, au cocher, si le livre de ma fille n'est *pas dans son fiacre.*

12. There was a blotting-book in the cab, but no book.

13. I must beg of you a little favour: it is to go to-day to London, before lunch, to fetch for my grand-daughter some pens like your younger sister's.

14. I want very much a new umbrella and a new parasol: mine are both old.

15. Whose parasol is that which is in the drawing-room? yours or your sister's?—It is my sister's.

16. I do not think I have money enough to pay for the blotting-book and the parasol: if you have a napoleon about you, give it to me, if you please.

17. What is the matter with this young lady? she looks very cross.—It is because she has lost her parasol.

18. Did not the children lose their parasol near the railway?—No; near the little bridge.

No. LXXV.

1. Has not your mother made you a present of a blotting-book?

2. No; she has given me as a present a little silver jug.

3. It is a very nice present.

4. Why did she give you as a present an umbrella, and not a parasol?

5. I have a parasol quite new which my mother-in-law made me a present of last week, but my umbrella was old and bad.

6. My mother wants small change; could you give her some?—I think I can.

7. Have you five franc pieces, and four fifty-centime pieces? That is all the small change I want.

8. Are my mother's books upon mine, or underneath, in the large portmanteau?

9. Your mother's are upon yours.

10. Bring me, if you please, at half past seven, or even sooner if you can, a large jug of hot water, a small cup of coffee with milk, my clothes well brushed, and my boots: that is all I want this morning.

11. Is that the young English lady whose family lives in Paris near the Grand Hôtel?—Yes; it is.

12. Was it to her that your mother made a present of this pretty blotting-book which she bought in the French bazaar last week?—No; it was to her sister.

13. Do you know what is the price of this beautiful German book which your mother bought at the bookseller's in the new street to give as a present to her doctor's wife?

14. Did your mother's old English servant look as cross to-day as *he did yesterday* when he came to clear the table?—No; he looked *in good humour.*

12. Il y avait un buvard dans le fiacre, mais pas de livre.
13. Il faut que je vous prie de me faire un petit plaisir: ce serait d'aller aujourd'hui à Londres, avant le second déjeûner, chercher pour ma petite-fille des plumes semblables à celles de votre plus jeune sœur.
14. J'ai bien besoin d'un parapluie neuf et d'une ombrelle neuve: les miens sont vieux tous les deux.
15. À qui est l'ombrelle qui est au salon, à vous ou à votre sœur?—C'est celle de ma sœur.
16. Je ne pense pas avoir assez d'argent pour payer le buvard et l'ombrelle: si vous avez un napoléon sur vous, donnez-le moi, je vous prie.
17. Qu'est-ce qu'a cette jeune dame? elle a l'air de bien mauvaise humeur?—C'est parce qu'elle a perdu son ombrelle.
18. N'est-ce pas près du chemin de fer que les enfants ont perdu leur ombrelle?—Non; c'est près du petit pont.

No. LXXV

dont votre mère vous a fait cadeau.
of-which your mother you has made present.

1. Votre mère ne vous a-t-elle pas fait cadeau d'un buvard?
2. Non; elle m'a fait cadeau d'un petit pot d'argent.
3. C'est un très-joli cadeau.
4. Pourquoi vous a-t-elle fait cadeau d'un parapluie, et non d'une ombrelle?
5. J'ai une ombrelle toute neuve dont ma belle-mère m'a fait cadeau la semaine dernière, mais mon parapluie était vieux et mauvais.
6. Ma mère a besoin de petite monnaie; pourriez-vous lui en donner?—Je pense qu'oui.
7. Avez-vous cinq pièces d'un franc, et quatre pièces de cinquante centimes? c'est toute la petite monnaie dont j'ai besoin.
8. Les livres de ma mère sont-ils sur les miens, ou par-dessous, dans la grande malle?
9. Ceux de votre mère sont par-dessus les vôtres.
10. Apportez-moi, je vous prie, à sept heures et demie, ou même plus tôt si vous pouvez, un grand pot d'eau chaude, une petite tasse de café au lait, mes habits bien brossés et mes bottines: c'est tout ce dont j'ai besoin le matin.
11. Cette jeune dame anglaise est-elle celle dont la famille demeure à Paris près du Grand-Hôtel?—Oui, c'est elle-même.
12. Est-ce à elle que votre mère a fait cadeau de ce joli buvard qu'elle a acheté au bazar français la semaine dernière?—Non; c'est à sa sœur.
13. Savez-vous quel est le prix de ce beau livre allemand que votre mère a acheté chez le libraire de la rue neuve pour en faire cadeau à la femme de son médecin?
14. Le vieux domestique anglais de votre mère avait-il l'air aujourd'hui d'aussi mauvaise humeur qu'hier lorsqu'il est venu desservir?—*Non, il avait l'air de bonne humeur.*

15. What is the name of this rich young Englishman whose mother lives in Paris, near the Mint?—His name is *Bank*.

16. Will you call with me to-morrow, or any other day this week, on the young German physician whose mother lives in London, close by our house?—Yes, my dear fellow; with great pleasure.

FOURTEENTH SENTENCE.

No. LXXVI.

1. Is he an early riser?
2. Is he not an early riser?
3. He is a very early riser.
4. They are not very early risers.
5. They are as early risers as myself, even more so, perhaps.
6. Is your brother-in-law an early riser?
7. Yes; but not so early as you.
8. He is not so early a riser as myself.
9. He is later than I am.
10. Are Frenchmen more early risers than Englishmen?
11. I think they are; but, however, there are many Frenchmen who are not very early risers.
12. Must not you and your wife be at your mother-in-law's to-day, before half past five?
13. However early a riser you may be, your father, old as he is, is still more so than you.
14. Good morning, my dear friend; welcome!
15. Tell the servant, if you please, that my son is a very early riser, and that he must bring him his clothes and his boots sooner than he did yesterday.
16. Must you not be at the railway at half past seven?—Yes; and even sooner, I fancy.
17. Your nurse is a very early riser; is she not?—Yes; but the lady's-maid is not at all so.
18. Coachman, be here at five o'clock, without fail.
19. Although you have a cold, I think that you may go and take a little walk before breakfast; it is so fine this morning!

No. LXXVII.

1. *Are you quite* sure that it requires only an hour to take my *father to the Hôtel de* France, and back home?

15. Comment se nomme ce jeune anglais si riche dont la mère demeure à Paris, pres de la Monnaie?—Il se nomme *Bank*.
16. Voulez-vous passer avec moi demain, ou tout autre jour de cette semaine, chez ce jeune médecin allemand dont la mère demeure à Londres, tout près de chez nous?—Oui, mon cher ami, avec grand plaisir.

FOURTEENTH SENTENCE.

However early you may be, I am sure you are not so much so as this poor man, who, whatever the season may be, and whatever weather it is, always rises before the sun.

No. LXXVI.

Quelque matineux que vous soyez . . .
However early that you may-be . . .

1. Est-il matineux?
2. N'est-il pas matineux?
3. Il est très-matineux.
4. Ils ne sont pas très-matineux.
5. Ils sont aussi matineux que moi, même plus matineux peut-être.
6. Votre beau-frère est-il matineux?
7. Oui, mais pas aussi matineux que vous.
8. Il est moins matineux que moi.
9. Il n'est pas si matineux que moi.
10. Les Français sont-ils plus matineux que les Anglais?
11. Je pense qu'oui; mais, cependant, il y a bien des Français qui ne sont pas très-matineux.
12. Ne faut-il pas que vous et votre femme vous soyez aujourd'hui chez votre belle-mère avant cinq heures et demie?
13. Quelque matineux que vous soyez, votre père, tout vieux qu'il est, l'est encore plus que vous.
14. Bonjour, mon cher ami: soyez le bienvenu!
15. Dites au domestique, je vous prie, que mons fils est très-matineux, et qu'il faut lui apporter ses habits et ses bottines plus tôt qu'il n'a fait hier.
16. N'est-ce pas à sept heures et demie qu'il faut que vous soyez au chemin de fer?—Oui, et même plus tôt, je pense.
17. N'est-ce pas que votre bonne est très-matineuse?—Oui, mais la femme de chambre ne l'est pas du tout.
18. Cocher, soyez ici à cinq heures, sans faute.
19. Quoique vous soyez enrhumé, je pense que vous pouvez aller faire une petite promenade avant le déjeûner: il fait si beau ce matin!

No. LXXVII.

je suis sûr que vous ne l'êtes pas . . .
I am sure that you not it are not . . .

1. Êtes-vous bien sûr qu'il ne faut qu'une heure pour conduire mon père à l'Hôtel de France et le ramener chez lui?

2. I am quite sure of it: it does not require even an hour.
3. Why did you not come last night to fetch my letters for the post?
4. I did not come because your father wanted me; but I came to fetch them this morning very early.
5. Are you sure you have money enough about you to pay your account and mine to the bookseller and bootmaker?
6. I have perhaps enough, but I am not quite sure of it.
7. Are you a Frenchman?—No; I am a German.
8. And you are an Englishman, I suppose, but you do not look so.
9. Are you a clergyman?—No; I am a physician; it is my brother who is a clergyman.
10. Who are you, my man?—I am the porter of the hotel; have you not a portmanteau or parcel for the railway?
11. I am quite sure now that your doctor is no longer in France, for he was yesterday evening at my father-in-law's, with his wife and his little boy.
12. Are you sure that my umbrella and my parasol are in the cab?—I am sure that both are there.
13. Who is it so early? I am sure it is my friend *Bank*.
14. Perhaps so; he is such an early riser! More so than I am, and than you are. Yes; it is he.
15. Are you sure, my girl, that the children are in their room

No. LXXVIII.

1. Give fifty centimes for me to this poor man, if you please, as I have not any small change.
2. What an excellent man this German physician is!
3. Yes, he is very good, and, nevertheless, he is not so much so as his brother, the clergyman.
4. However early a riser you may be, my dear girl, I am quite sure that you are not so much so as this poor woman.
5. Where does this poor man live?—In that small old house near the railway.
6. The poor man lost his wife and his children in the same week.
7. Would it not be well to give some money to this poor man?—Yes; I think that he is in great want of it.
8. You may give him more than I, as I have not so much money as you.
9. This poor child has lost her father and mother; she has now only her grand-mother, who is very poor.
10. Have you as many German books as French ones?
11. No, I have not so many.
12. Will you have as much milk as coffee?
13. *No, not quite so much*; put in more coffee than milk.

2. J'en suis sûr: il ne faut même pas une heure.
3. Pourquoi n'êtes-vous pas venu hier au soir chercher mes lettres pour les mettre à la poste?
4. Je ne suis pas venu parce que votre père avait besoin de moi; mais je suis venu les chercher ce matin de très-bonne heure.
5. Êtes-vous sûr d'avoir assez d'argent sur vous pour payer votre compte et le mien chez le libraire et chez le cordonnier?
6. J'ai peut-être assez, mais je n'en suis pas sûr.
7. Êtes-vous français?—Non, je suis allemand.
8. Et vous, vous êtes anglais, je pense, mais vous n'en avez pas l'air.
9. Êtes-vous ministre?—Non, je suis médecin; c'est mon frère qui est ministre.
10. Qui êtes-vous, mon ami?—Je suis le facteur de l'hôtel; n'avez-vous pas quelque malle ou quelque paquet pour le chemin de fer?
11. Je suis bien sûr maintenant que votre médecin n'est plus en France, car il était hier au soir chez mon beau-père, avec sa femme et son petit garçon.
12. Êtes-vous sûr que mon parapluie et mon ombrelle sont dans le fiacre?—Je suis sûr que l'un et l'autre y sont.
13. Qui est-ce de si bonne heure? Je suis sûr que c'est mon ami *Bank*.
14. Peut-être bien; il est si matineux! Plus que je ne le suis, et plus que vous ne l'êtes. Oui, c'est lui-même.
15. Êtes-vous sûre, ma fille, que les enfants sont dans leur chambre?

No. LXXVIII.

autant que ce pauvre homme . . .
as-much as this poor man . . .

1. Donnez, je vous prie, cinquante centimes pour moi à ce pauvre homme, car je n'ai pas de petite monnaie.
2. Quel excellent homme que ce médecin allemand!
3. Oui, il est très-bon, et, cependant, il ne l'est pas autant que son frère, le ministre.
4. Quelque matineuse que vous soyez, ma chère fille, je suis bien sûr que vous ne l'êtes pas autant que cette pauvre femme.
5. Où demeure ce pauvre homme?—Dans cette petite maison si vieille qu'il y a près du chemin de fer.
6. Le pauvre homme a perdu sa femme et ses enfants dans la même semaine.
7. Ne serait-ce pas bien de donner quelque argent à ce pauvre homme?—Oui; je pense qu'il en a bien besoin.
8. Vous pouvez lui donner plus que moi, car je n'ai pas autant d'argent que vous.
9. Cette pauvre enfant a perdu son père et sa mère; elle n'a maintenant que sa grand'mère, qui est très-pauvre.
10. Avez-vous autant de livres allemands que de livres français?
11. Non, je n'en ai pas autant.
12. Voulez-vous autant de lait que de café?
13. Non, pas tout-à-fait autant; mettez plus de café que de lait.

14. What a man you are! What do you want now with an umbrella? It is very fine.
15. Was it not a young man who brought what we bought in the bazaar in the new street?—No, it was a little boy.
16. Napoleon is not a tall man; but is he not a great man?

No. LXXIX.

1. I do not think his brother-in-law is as rich as he.—I do not think so either.
2. Must the coachman be here at seven o'clock?—Yes, yes; and even before if he can.
3. In what season does your mother intend to go to Paris?
4. Which is the best season to go there? it is not now?
5. No; it is not yet the Paris 'season.'
6. It is now the London 'season.'
7. However beautiful this paper may be, it is not so much so as that which I bought last week near the Bank.
8. Call my brother early, as he must be in London to-morrow morning at half past seven.
9. I think I shall go with my brother to spend (to pass) the fine season in France.
10. I do not think the postman has come yet.
11. Bring me, if you please, a book, whatever it may be, either French, English, or German.
12. However good the coffee may be at the Hôtel de Londres, it is not so much so as at the Hôtel de Paris.
13. Does your doctor think that this house is large enough for him and his family? It looks so small!
14. However early a riser your brother may be, I do not think that he is so much as our friend *Bank*. What an early riser this dear fellow is!

No. LXXX.

1. What weather is it? Shall we be able to go to sea?
2. Is it not fine weather?
3. The weather is fine, very fine.
4. The weather is not fine, not very fine.
5. The weather is bad, very bad, very bad indeed.
6. What nice weather! what fine weather!
7. What bad weather this morning!
8. Have you time enough to go to the Chief Post-Office before breakfast?
9. I have time enough to go there, and even to take a little walk afterwards.
10. *Your friend has* come at the same time as my brother-in-law.

14. Quel homme vous faites! Qu'avez-vous besoin maintenant d'un parapluie? Il fait très-beau.
15. N'est-ce pas un jeune homme qui est venu apporter ce que nous avons acheté au bazar de la rue neuve?—Non, c'est un petit garçon.
16. Napoléon n'est pas un homme grand;* mais n'est-ce pas un grand homme?

No. LXXIX.

qui, quelle que soit la saison, . . .
who, what that may be the season, . . .

1. Je ne pense pas que son beau-frère soit aussi riche que lui.—Je ne le pense pas non plus.
2. Faut-il que le cocher soit ici à sept heures?—Oui, oui; et même avant s'il peut.
3. Dans quelle saison votre mère pense-t-elle aller à Paris?
4. Quelle est la bonne saison pour y aller? ce n'est pas maintenant?
5. Non; ce n'est pas encore la 'saison' de Paris.
6. C'est maintenant la 'saison' de Londres.
7. Quelque beau que soit ce papier, il ne l'est pas autant que celui que j'ai acheté la semaine dernière près de la Banque.
8. Éveillez mon frère de bonne heure, car il faut qu'il soit demain matin à Londres à sept heures et demie.
9. Je pense aller avec mon frère passer la belle saison en France.
10. Je ne pense pas que le facteur soit encore venu.
11. Apportez-moi, je vous prie, un livre quel qu'il soit: français, anglais ou allemand.
12. Quelque bon que soit le café à l'Hôtel de Londres, il ne l'est pas autant qu'à l'Hôtel de Paris.
13. Votre médecin pense-t-il que cette maison soit assez grande pour lui et sa famille? Elle a l'air si petite!
14. Quelque matineux que soit votre frère, je ne pense pas qu'il le soit autant que notre ami *Bank*. Est-il matineux, ce cher garçon!

No. LXXX.

et quelque temps qu'il fasse . . .
and whatever weather that it might make . . .

1. Quel temps fait-il? Pouvons-nous embarquer?
2. Ne fait-il pas beau temps?
3. Le temps est beau, très-beau.
4. Le temps n'est pas beau, n'est pas très-beau.
5. Le temps est mauvais, très-mauvais, tout-à-fait mauvais.
6. Quel joli temps! quel beau temps!
7. Quel mauvais temps ce matin!
8. Avez-vous le temps d'aller à la Grande-Poste avant le déjeûner?
9. J'ai le temps d'y aller, et même de faire une petite promenade ensuite.
10. Votre ami est venu en même temps que mon beau-frère.

* *Un homme* GRAND means in French a TALL MAN, *un* GRAND *homme* means a GREAT MAN.

11. I think that my younger brother enjoys himself very much in Paris.

12. How much time does it require to go from the Pont-Neuf to the Grand Hôtel? not half an hour?—No, I think not.

13. My father is a very early riser: he takes every day, whatever the weather may be, an hour's walk before his breakfast.

14. You may light a fire in my drawing-room every day, but do not light one in my bed-room except now and then.

15. Why do you not wish me to make that parcel up now?

16. Because we have time to make it up after breakfast.

17. A book makes the time pass away.

18. It is well to have a book when it is bad weather.

19. Your son came in time to breakfast with us.

20. I have no time to go for my umbrella; will you do me the favour to go and fetch it?

21. Whether I do it or not, do not tell my brother, I beg of you.

No. LXXXI.

1. Does he get up at half past five o'clock?

2. Does he not get up at seven o'clock?

3. He rises early.

4. He does not rise before six o'clock.

5. Why does he rise so early?

6. Why does he not get up before his father does?

7. Does the sun shine?—The sun shines. The sun does not shine.

8. The sun rises at four o'clock, at five o'clock, &c.

9. Why does not your sister get up to-day at the same time as you?—Because she has a bad cold.

10. How is it that your house-maid, who is young, does not get up early?

11. My man-servant, who is old, rises always at five o'clock, and she does not rise even at seven.

12. What must I do to make her rise sooner?

13. At what time does the nurse take the children out of bed?

14. At what time does she rise herself?

15. Although my brother is a more early riser than myself, he does not get up before seven o'clock.

16. When I am to settle an account in French money, I always give more than I should.

17. I am an early riser, but, however, I do not rise always before the sun, like this poor man.

18. The sun rises very early now, before four o'clock perhaps.

19. I think that, whatever the season may be, the sun rises always *after he does.*

11. Je pense que mon jeune frère se donne du bon temps à Paris.
12. Combien de temps faut-il pour aller du Pont-Neuf au Grand-Hôtel ? pas demi-heure?—Non, je ne pense pas.
13. Mon père est très-matineux : il fait tous les jours, quelque temps qu'il fasse, une promenade d'une heure avant son déjeûner.
14. Vous pouvez faire du feu dans mon salon tous les jours, mais n'en faites dans ma chambre à coucher que de temps en temps (*ou* de temps à autre).
15. Pourquoi ne voulez-vous pas que je fasse ce paquet maintenant ?
16. Parce que nous avons le temps de le faire après le déjeûner.
17. Un livre fait passer le temps.
18. Il est bon d'avoir un livre quand il fait mauvais temps.
19. Votre fils est venu à temps pour déjeûner avec nous.
20. Je n'ai pas le temps d'aller chercher mon parapluie ; voulez-vous me faire le plaisir d'aller me le chercher ?
21. Soit que je le fasse, ou ne le fasse pas, ne le dites pas à mon frère, je vous en prie.

No. LXXXI.

se lève toujours avant le soleil.
himself rises always before the sun.

1. Se lève-t-il à cinq heures et demie ?
2. Ne se lève-t-il pas à sept heures ?
3. Il se lève de bon matin.
4. Il ne se lève pas avant six heures ?
5. Pourquoi se lève-t-il de si bon matin ?
6. Pourquoi ne se lève-t-il pas avant son père ?
7. Fait-il soleil ?—Il fait soleil. Il ne fait pas soleil.
8. Le soleil se lève à quatre heures, à cinq heures, etc.
9. Pourquoi votre sœur ne se lève-t-elle pas aujourd'hui en même temps que vous ?—Parce qu'elle est très-enrhumée.
10. Comment se fait-il que votre femme de chambre, qui est jeune, ne se lève pas de bonne heure ?
11. Mon domestique, qui est vieux, se lève toujours à cinq heures, et elle ne se lève pas même à sept.
12. Que faut-il que je fasse pour qu'elle se lève plus tôt ?
13. À quelle heure la bonne lève-t-elle les enfants ?
14. À quelle heure se lève-t-elle elle-même ?
15. Quoique mon frère soit plus matineux que moi, il ne se lève pas avant sept heures.
16. Lorsque j'ai à payer quelque compte en monnaie française, je donne toujours plus qu'il ne faut.
17. Je suis matineux, mais, cependant, je ne me lève pas toujours avant le soleil, comme ce pauvre homme.
18. Le soleil se lève de très-bonne heure maintenant, avant quatre heures peut-être.
19. Je pense que, quelle que soit la saison, le soleil se lève toujours après lui.

20. Always bring me my boots when you bring me the hot water.
21. What fine sunshine! Will you go and take a walk near the iron bridge.

FIFTEENTH SENTENCE.

No. LXXXII.

1. What do they say?
2. I have been told that my brother rises early. They have been told that this lady is rich.
3. They do not say so. Why do they not say so?
4. What do they not say?
5. What did they tell you?
6. What have they been told?
7. Why did they tell it you?
8. When did they tell it you?
9. Where did they tell it you?
10. He has been told that several of my clothes are very old: I want to get some new ones made before going to France.
11. I have been told that French shopkeepers are very early risers.
12. Our friend *Bank* has not come for several days: I think he is in Paris.
13. Who told you that you must give four francs to the cabman to go from your hotel to the railway? I am sure it is but three.
14. A friend of mine told me so.
15. Did you not tell *La Rue* in passing to send for my boots and my sister's to stretch them?
16. I said it to a young man who was in the shop, and who told me that they would send for them this evening without fail.

No. LXXXIII.

1. Where is my bonnet?
2. What have you done with my hat?
3. *Why did you* buy so small a hat?

20. Apportez-moi toujours mes bottines quand vous m'apportez l'eau chaude.
21. Quel beau soleil ! Voulez-vous aller faire une promenade près du pont de fer ?

FIFTEENTH SENTENCE.

I have been told by several tradesmen that you never take off your hat when you enter the shop, and that you but very seldom say, 'Sir,' 'Madam,' or 'Miss,' to the persons to whom you are speaking.

No. LXXXII.

On m'a dit chez plusieurs marchand . . .
One me has told at several tradesmen . . .

1. Qu'est-ce qu'on dit ?
2. On m'a dit que mon frère se lève de bonne heure. On leur a dit que cette dame est riche.
3. On ne le dit pas. Pourquoi ne le dit-on pas ?
4. Que ne dit-on pas !
5. Que vous a-t-on dit ?
6. Qu'est-ce qu'on leur a dit ?
7. Pourquoi vous l'a-t-on dit ?
8. Quand vous l'a-t-on dit ?
9. Où vous l'a-t-on dit ?
10. On lui a dit que plusieurs de mes habits sont très-vieux ; j'ai besoin de m'en faire faire de neufs avant d'aller en France.
11. On m'a dit que les marchands français sont très-matineux.
12. Il y a plusieurs jours que notre ami *Bank* n'est pas venu ; je pense qu'il est à Paris.
13. Qui est-ce qui vous a dit que c'est quatre francs qu'il faut donner au cocher pour aller de votre hôtel au chemin de fer ? Je suis sûr que ce n'est que trois francs.
14. C'est un de mes amis qui me l'a dit.
15. N'avez-vous pas dit en passant à *La Rue* d'envoyer chercher mes bottines et celles de ma sœur pour les élargir ?
16. Je l'ai dit à un jeune homme qui était dans le magasin, et qui m'a dit qu'on les enverra chercher ce soir sans faute.

No. LXXXIII.

que vous n'ôtez jamais votre chapeau . . .
that you not take off ever your hat . . .

1. Où est mon chapeau ?
2. Qu'avez-vous fait de mon chapeau ?
3. Pourquoi avez-vous acheté un chapeau si petit ?

4. I am sure it is a French hat.
5. Not at all; it is an English hat.
6. French bonnets are large now.
7. Take off my books from the large portmanteau, if you please, as well as my mother's and my sister's.
8. Why do you not take off your hat?
9. You never take off your hat; it is not right.
10. Will you bring me my hat and my umbrella?
11. Bring my sister's bonnet and parasol at the same time.
12. Do not take off your boots; we have time to take a little walk for half an hour before lunch.
13. Do you not want a new hat? Yours looks very old.
14. Are you an early riser?—No, I am not; I never get up till much after seven o'clock.
15. Is not my sister's bonnet prettier than mine?
16. She never had a bonnet so pretty and so cheap.
17. At what time did they say they would send my hat?
18. They told me they would send it to you directly.
19. Take away this parcel from the drawing-room, and put it in my daughter-in-law's bed-room with her parasol and her bonnet.
20. What time is it now? five o'clock?—I am not certain.—You never know what time it is.

No. LXXXIV.

1. Will you go with me into the shop?
2. No, my dear fellow; I do not want to go in.
3. I think I have lost a fifty-centime piece in this small shop.
4. Who is in the shop now? the bootmaker or his wife?
5. There is only his assistant in the shop.
6. Is not a 'boutique' smaller than a 'magasin?'
7. Yes; but they now say in France 'magasin' instead of 'boutique.'
8. Take off your hat when you enter a shop.
9. I have been told that you do not take off your hat when you enter a drawing-room.
10. Always take off your hat when you enter a drawing-room.
11. Cannot my portmanteau go in the cab?—No; but the parcel can very well.
12. Your bootmaker has come; he is in the next room.—Very well; you may show him in.
13. Show my friend into the drawing-room, and the doctor into my bed-room.
14. Could you tell me where the shop of this poor man is who lost his wife and his two children last week?
15. He has no shop now; he is a porter in the Hôtel de Paris.
16 Go, in passing, to my daughter-in-law's, and ask her when she *will send me the* children.

4. Je suis sûr que c'est un chapeau français.
5. Pas du tout; c'est un chapeau anglais.
6. Les chapeaux français sont grands maintenant.
7. Ôtez, je vous prie, mes livres de la grande malle, ainsi que ceux de ma mère et de ma sœur.
8. Pourquoi n'ôtez-vous pas votre chapeau?
9. Vous n'ôtez jamais votre chapeau; ce n'est pas bien.
10. Voulez-vous m'apporter mon chapeau et mon parapluie.
11. Apportez en même temps le chapeau et l'ombrelle de ma sœur.
12. N'ôtez pas vos bottines; nous avons le temps d'aller faire une petite promenade de demi-heure avant le second déjeûner.
13. N'avez-vous pas besoin d'un chapeau neuf? Le vôtre à l'air bien vieux.
14. Êtes-vous matineux?—Non, je ne le suis pas; je ne me lève jamais que bien après sept heures.
15. Le chapeau de ma sœur n'est-il pas plus joli que le mien?
16. Elle n'a jamais eu de chapeau si joli et si bon marché.
17. À quelle heure vous a-t-on dit qu'on m'enverra mon chapeau?
18. On m'a dit qu'on vous l'enverrait tout-à-l'heure.
19. Ôtez ce paquet du salon, et mettez-le dans la chambre de ma belle-fille avec son ombrelle et son chapeau.
20. Quelle heure est-il maintenant? cinq heurs?—Je n'en suis pas sûr.—Vous ne savez jamais l'heure qu'il est.

No. LXXXIV.

lorsque vous entrez dans la boutique . . .
when you enter in the shop . . .

1. Voulez-vous entrer avec moi dans la boutique?
2. Non, mon cher ami, je n'ai pas besoin d'y entrer.
3. Je pense avoir perdu une pièce de cinquante centimes dans cette petite boutique.
4. Qui est dans la boutique maintenant? le cordonnier ou sa femme?
5. Il n'y a maintenant que son garçon dans la boutique.
6. Est-ce qu'une boutique n'est pas plus petite qu'un magasin?
7. Oui; mais on dit maintenant en France 'magasin' pour 'boutique.'
8. Ôtez votre chapeau lorsque vous entrez dans un magasin.
9. On m'a dit que vous n'ôtez pas votre chapeau même lorsque vous entrez au salon.
10. Ôtez toujours votre chapeau lorsque vous entrez dans un salon.
11. Ma malle ne peut-elle pas entrer dans le fiacre?—Non; mais le paquet peut très-bien y entrer.
12. Votre cordonnier est venu; il est dans l'autre chambre.—Fort bien; vous pouvez le faire entrer.
13. Faites entrer mon ami au salon et le médecin dans ma chambre à coucher.
14. Pourriez-vous me dire où est la boutique de ce pauvre homme qui a perdu sa femme et ses deux enfants la semaine dernière?
15. Il n'a plus de boutique maintenant; il est facteur à l'Hôtel de Paris.
16. *Entrez en passant* chez ma belle-fille, et demandez-lui quand est-*ce qu'elle m'enverra* les enfants.

No. LXXXV.

1. What do you say?
2. To whom do you tell it?
3. Why do you say it?
4. You always say it to him.
5. You never say it to me.
6. It is but very seldom that I need ask a cabman for the change for a napoleon, or half a napoleon.
7. A cabman has but very seldom any change; we may even say that he has never any.
8. When he has any, it is but very seldom he says it.
9. German is not my forte, and I do not think it is yours either.
10. This little silver jug is very pretty; is it the one of which your mother-in-law made you a present?
11. They make coffee very strong in Paris.
12. You thought you were near the Fort-Napoléon, but you are still very far from it.
13. It is but very seldom I have bought anything in the large shop in the new street; everything is very dear there.
14. My brother-in-law is taller than my brother, but I do not think he is as strong as he.
15. The German nurse, young as she is, is stronger than the French man-servant.
16. That is not certain; she is perhaps as strong as he, but I do not think any stronger.
17. It is but very seldom you take off your hat when you enter a shop.
18. They do so in Paris, but very seldom in London.

No. LXXXVI.

1. Good morning, sir.
2. Good evening, madam.
3. Walk in, miss.
4. What do you say, madam?
5. Could you tell me, sir, where is the Chief Post Office; is it not in this street?
6. Yes, madam, you are quite near it.
7. A gentleman has come for you this morning.
8. What is his name?—Mr. Bank.
9. Have you, madam, the change for a napoleon?
10. I think I have; do you wish, sir, to have it in small coins?
11. *Yes, madam;* in one-franc and fifty-centime pieces, if you can.

No. LXXXV.

et que vous ne dites que fort rarement . . .
and that you not say but very rarely . . .

1. Que dites-vous ?
2. À qui le dites-vous ?
3. Pourquoi le dites-vous ?
4. Vous le lui dites toujours.
5. Vous ne me le dites jamais.
6. C'est bien rarement que j'ai besoin de demander à un cocher de fiacre la monnaie d'un napoléon, ou d'un demi-napoléon.
7. Un cocher de fiacre a bien rarement de la monnaie; on peut même dire qu'il n'en a jamais.
8. Lorsqu'il en a, c'est bien rarement qu'il le dit.
9. L'allemand n'est pas mon fort, et je ne pense pas non plus que ce soit le vôtre.
10. Ce petit pot d'argent est fort joli; est-ce celui dont votre belle-mère vous a fait cadeau ?
11. On fait le café très-fort à Paris.
12. Vous pensiez être près du Fort-Napoléon, mais vous en êtes encore bien loin.
13. C'est fort rarement que j'ai acheté dans le grand magasin de la rue neuve; tout y est très-cher.
14. Mon beau-frère est plus grand que mon frère, mais je ne pense pas qu'il soit aussi fort que lui.
15. La bonne allemande, toute jeune qu'elle est, est plus forte que le domestique français.
16. Ce n'est pas sûr; elle est peut-être aussi forte que lui, mais plus forte, je ne le pense pas.
17. C'est bien rarement que vous ôtez votre chapeau lorsque vous entrez dans un magasin.
18. On le fait à Paris, mais fort rarement à Londres.

No. LXXXVI.

'Monsieur,' 'madame,' ou 'mademoiselle' . . .
'*Sir*,' '*madam*,' *or* '*miss*' . . .

1. Bonjour, monsieur.
2. Bonsoir, madame.
3. Entrez, mademoiselle.
4. Que dites-vous, madame ?
5. Pourriez-vous me dire, monsieur, où est la Grande-Poste ? n'est-ce pas dans cette rue ?
6. Oui, madame; vous en êtes tout près.
7. Il est venu ce matin un monsieur pour vous.
8. Comment se nomme-t-il ?—Monsieur Bank.
9. Avez-vous, madame, la monnaie d'un napoléon.
10. Je pense qu'oui; la voulez-vous, monsieur, en petites pièces ?
11. Oui, madame; en pièce d'un franc et de cinquante centimes si vous pouvez.

No. LXXXVII.

1. Do you speak French as well as German?
2. Speak French to him; he is not English.
3. Always take off your hat, my dear fellow, when you speak to a lady.
4. Several persons told me that you do it but very seldom.

5. Tell the persons who are in the drawing-room that my sister cannot go there yet.
6. Two or three persons came last night to ask for you.
7. Take off your hat when you enter a shop, as well as when you are speaking to the persons who are there.
8. Has no one written to the landlord to engage two more bedrooms for our foreign guests?
9. No one; and therefore we must send a telegram before we take our seats in the train.
10. I cannot imagine who he was. He evidently knew us by sight, but none of us recognised him.
11. Whenever you speak to anyone, however briefly, it is necessary to use the words, 'monsieur,' 'madame,' or 'mademoiselle.'

12. But in English we never use Mr., Mrs., or Miss without adding the surname of the person addressed.
13. If you have occasion suddenly to accost a stranger, always begin with 'Pardon, monsieur,' or 'madame.'
14. In addressing a letter in French, always write the words 'monsieur' or 'madame' at full length.
15. Before the ladies arrived, why did no one run and tell me of it?

16. No one cares to go about the world alone; as for me, at least, I must have some society, however little it may be.
17. There are some people who, when travelling, have the good luck to find a good and cheap hotel everywhere.
18. Although I wrote with my own hand to tell him to be there at an earlier hour than usual, I found no one there.
19. I went there myself; but I knocked in vain—nobody opened the door.
20. You may think yourself very happy, madam, if you do not find some one here and there to differ from you as to the projects about which you care the most.
21. Do you imagine that there will be no one to attend you in going away from that place?
22. Don't deceive yourself; I shall be there myself.
23. *Has anyone* travelled, however little, without perceiving that *every country has its* laws, its customs, and its prejudices?

No. LXXXVII.

aux personnes à qui vous parlez . . .
to-the persons to whom you are-speaking . . .

1. Parlez-vous aussi bien français qu'allemand?
2. Parlez-lui français; il n'est pas anglais.
3. Ôtez toujours votre chapeau, mon cher ami, lorsque vous parlez à une dame.
4. Plusieurs personnes m'ont dit que vous ne le faites que fort rarement.
5. Dites aux personnes qui sont au salon que ma sœur ne peut pas y aller encore.
6. Il est venu hier au soir deux ou trois personnes vous demander.
7. Ôtez votre chapeau quand vous entrez dans un magasin, ainsi que lorsque vous parlez aux personnes qui y sont.
8. Personne n'a-t-il écrit au propriétaire de l'hôtel pour retenir deux chambres de plus pour nos hôtes étrangers?
9. Personne n'a écrit; par conséquent il nous faut envoyer un télégramme avant de prendre nos places dans le convoi.
10. Je ne puis m'imaginer qui c'était. Évidemment il nous connaissait de vue, mais personne d'entre nous ne l'a reconnu.
11. Toutes les fois que vous causez avec quelqu'un, ne fût-ce qu'un instant, il faut vous servir des mots 'monsieur,' 'madame,' ou 'mademoiselle.'
12. Mais en anglais on n'emploi jamais les mots Mr., Mrs., ou Miss, sans ajouter le nom de la personne à qui l'on s'adresse.
13. S'il vous arrive d'aborder un étranger à l'improviste, commencez toujours avec 'Pardon, Monsieur,' ou 'madame.'
14. Quand vous écrivez l'adresse d'une lettre en français, mettez toujours les mots 'monsieur' ou 'madame' en toutes lettres.
15. Avant que les dames ne soient arrivées, pourquoi personne n'est-il accouru m'en avertir?
16. Personne ne se soucie de courir le monde tout seul; à moi, du moins, il me faut toujours de la société, si peu que ce soit.
17. Il y a des personnes qui, en voyage, ont la bonne fortune de trouver partout un bon hôtel à bon marché.
18. Bien que je lui aie écrit de ma propre main de s'y trouver de meilleure heure que d'habitude, je n'y ai trouvé personne.
19. Je m'y suis rendu en personne; mais j'ai eu beau frapper—personne n'a ouvert.
20. Vous pouvez, madame, vous regarder comme très-heureuse, si vous ne trouvez çà et là personne pour vous contrarier dans les projets auxquels vous tenez le plus.
21. Est-ce que vous vous imaginez qu'il n'y aura personne pour vous attendre au sortir de là?
22. Détrompez-vous; je m'y trouverai en personne.
23. Y a-t-il personne qui ait voyagé tant soit peu sans s'apercevoir *que chaque pays* a ses lois, ses coutumes, et ses préjugés?

ADDITIONAL SENTENCES.

1. I had the pleasure of receiving your letter on the 15th inst., but as the steamer had started, I could not answer you sooner.

2. Excuse me, Sir; will you kindly tell me the way to the Crown Hotel, in Strasbourg Street?

3. They might have gone on board in good time if you had telegraphed the hour when the ship was expected to touch there.

4. Could you not have found out before the ship sailed whether there were two vacant cabins suitable for the family?

5. Were those your horses that I saw near the livery stables yesterday afternoon, saddled and bridled, one with a lady's saddle?

6. I think that if he had gone to Scotland he would certainly have come ten miles out of his way to pay us a visit.

7. We should have had no chance of obtaining admission to the concert unless we had had a friend who had two tickets to spare.

8. Unless we send word to the hotel immediately, we shall have no chance of obtaining horses, because there is a great demand for them.

9. The patriot durst not walk about the town by day, lest he should be recognised and ill treated by the populace.

10. If you could but have packed them up in a smaller compass, my sister might have taken them in her travelling-bag.

11. They would not have admitted you after the time appointed for closing the doors, even though you had offered them five pounds.

12. Whenever my brother goes to his estate, he sends me a weekly supply of fish and game.

13. I should not have sent for them last month unless I had been told that you would have been unable to go there.

14. Where can I procure some handkerchiefs of the same size, quality, and colour as those which you bought for me at the sale by auction?

15. I would have gladly bought the gold necklace if I had not had some doubts as to the honesty of the man who brought it for sale.

16. At what rate does the express train travel, and at what stations do they allow us to stop for dinner and supper?

17. Will there be many passengers by the down train? If so, I think I shall start by the night train.

18. Let us walk along the platform, and look into the carriages, for we are sure to find some acquaintances.

PHRASES ADDITIONNELLES.

1. J'ai eu le plaisir de recevoir votre lettre le 15 courant, mais comme le paquebot était parti, je n'ai pu y répondre plus tôt.

2. Pardon, monsieur; voudriez-vous avoir la bonté de m'indiquer le chemin pour aller à l'hôtel de la Couronne, rue de Strasbourg?

3. Ils auraient pu se rendre à bord à temps, si vous leur aviez fait savoir par le télégraphe l'heure à laquelle le bâtiment devait toucher ici.

4. N'auriez-vous pas pu vous assurer, avant le départ du bâtiment, s'il y avait deux cabines libres qui eussent pu convenir à la famille?

5. Étaient-ils à vous les chevaux que j'ai vus hier après-midi, auprès des écuries de louage, bridés et sellés, l'un avec une selle de dame?

6. Je crois que s'il avait été en Écosse il se serait certainement détourné de dix milles de son chemin pour venir nous voir.

7. Nous n'aurions pas eu la moindre chance d'aller au concert, si nous n'avions pas eu un ami qui pouvait disposer de deux cartes.

8. A moins que nous n'envoyions prévenir à l'hôtel immédiatement, nous n'aurons pas la moindre chance d'avoir des chevaux, tant ils sont en réquisition.

9. Le patriote n'osa se promener dans la ville le jour, de crainte d'être reconnu et maltraité par la populace.

10. Si vous en aviez seulement fait un plus petit paquet, ma sœur aurait pu l'emporter dans son sac de voyage.

11. Ils ne vous auraient pas admis après l'heure fixée pour la fermeture des portes, leur eussiez-vous offert cinq livres sterlings.

12. Toutes les fois que mon frère va passer quelque temps sur ses terres, il m'envoie chaque semaine une provision de poisson et de gibier.

13. Je ne les aurais pas envoyés chercher le mois dernier à moins que l'on ne m'eût dit que vous n'aviez pu vous y rendre.

14. Où puis-je me procurer des mouchoirs de poche de la même grandeur, de la même qualité et de la même couleur que ceux que vous avez achetés pour moi à la vente à l'encan?

15. J'aurais volontiers acheté ce collier d'or si je n'avais pas eu mes doutes sur l'honnêteté de l'homme qui le mettait en vente.

16. A raison de combien de milles par heure voyage-t-on par train exprès, et quelles sont les stations où l'on s'arrête pour dîner et souper?

17. Y aura-t-il beaucoup de passagers par le convoi de retour? S'il en est ainsi, je crois que je partirai par le train de nuit.

18. Promenons-nous tout le long de la plate-forme et regardons dans tous les compartiments, car nous sommes sûrs d'y voir des connaissances.

19. How much do you charge for each package left in your custody, and how long do you keep it without raising the demand?

20. Return me those two bags with the initials G. H., and the roll of great coats and rugs with an umbrella strapped up in it.

21. There is no danger of your being left behind, if you keep your eye on that stout gentleman, for he is one of the directors.

22. Do you know of any English families, resident in this town, to whom I can apply for information?

23. Although I feel very sleepy, I must step out and have some refreshments, because the train will not stop again.

24. During my stay in this hotel, I should like my visitors not to be shown up into my room.

25. After reaching the hospital for soldiers, must I turn to the right or left to find my way to the Turkish baths?

26. If you have good baths in the house, I shall require a hot bath exactly at five o'clock, and some ham and eggs afterwards.

27. Have you stamped the foreign letters which I wrote this morning, and left on the little table in my room?

28. Pack up my brushes and combs, &c., with the requisite clothes, that I may go and spend two days there.

29. Would you not have come down to our house last night to see the large ship blow up, if you had heard that she was on fire?

30. Could you not have contrived to find a boy to run down to the village before the shops were closed?

31. I should never have thought of enquiring about you here, because I had no idea that you had ever crossed the water.

32. She can hardly have arrived by this time at the junction, so a telegram may be sent to her, directed to the ladies' waiting-room.

33. He would never have recovered his lost luggage unless he had promptly telegraphed along all three lines of rail.

34. Perhaps he did not anticipate that no conveyances were to be had in the small village adjacent to the station where he stopped.

35. He must have heard by this time of her departure, but in case he has not, we ought to go and tell him before he starts to see her.

36. He was about to step on board the ship bound for Rio, when he was informed that he had succeeded to a large estate.

37. If he is quarrelsome, let him alone; and if he does not come to his senses before breakfast, let us go out shooting without him.

38. Does your gardener still sell your vegetables furtively? If *he does so, you may* as well put a stop to it.

19. Combien demandez-vous par article de bagage qu'on vous laisse en dépôt, et combien de temps peut-on l'y laisser sans avoir plus à payer?

20. Rendez-moi ces deux sacs aux initiales G. H. et le rouleau attaché avec une courroie, et qui contient des redingotes, des couvertures de voyage et un parapluie.

21. Vous n'avez pas à craindre qu'on vous laisse derrière, si vous ne perdez pas de vue ce gros monsieur-là, car c'est un des directeurs.

22. Connaissez-vous des familles anglaises qui demeurent dans cette ville et auxquelles je puisse m'adresser pour des renseignements?

23. Quoique j'aie bien sommeil, il faut que je descende de voiture pour aller prendre des rafraîchissements, car le train ne s'arrêtera plus.

24. Pendant mon séjour dans cet hôtel, je désire qu'on ne fasse pas monter les personnes qui viendraient pour me voir.

25. Après être arrivé à l'hôpital militaire, faut-il que je prenne à droite ou à gauche pour me rendre aux bains turcs?

26. Si vous avez de bons bains dans la maison, il m'en faudra un chaud, à cinq heures précises, puis je prendrai du jambon et des œufs.

27. Avez-vous mis des timbres sur les lettres que j'ai écrites ce matin pour l'étranger, et que j'ai laissées sur la petite table dans ma chambre?

28. Faites un paquet de mes brosses, mes peignes, etc., et de ce qu'il me faut en fait de vêtement, pour que je puisse aller passer deux jours là.

29. Est-ce que vous ne seriez pas venu chez nous hier au soir, pour voir sauter ce gros vaisseau, si vous aviez su qu'il avait pris feu?

30. Est-ce que vous n'auriez pas pu vous arranger de manière à envoyer un garçon au village, avant la fermeture des boutiques?

31. Je n'aurais jamais pensé à demander après vous ici, car je n'avais pas l'idée que vous eussiez jamais traversé la mer.

32. Elle a pu à peine arriver déjà à la jonction, ainsi on peut lui envoyer un télégramme adressé: 'Salle d'attente des dames.'

33. Il n'aurait jamais recouvré le bagage qu'il avait perdu, s'il n'eût promptement fait jouer le télégraphe sur les trois lignes.

34. Il ne s'attendait peut-être pas à ne pas trouver de moyens de transport dans le petit village qui touche à la station où il s'est arrêté.

35. Il doit maintenant avoir entendu parler de son départ, mais dans le cas où il n'en saurait rien, nous devrions aller l'en informer avant qu'il se mette en route pour aller la voir.

36. Il allait mettre le pied sur le bâtiment en charge pour Rio, quand on lui a annoncé qu'il venait d'hériter d'une riche propriété.

37. S'il est disposé à quereller, laissez-le tranquille; et s'il ne recouvre pas sa bonne humeur avant le déjeuner, allons à la chasse sans lui.

38. Est-ce que votre jardinier vend encore vos légumes en cachette? *S'il en est ainsi,* vous ferez bien d'y mettre ordre.

39. If you are going to take any of the boys with you over the mountain, take care not to go along the path nearest to the precipice.

40. When, how, and where did you find the keys which your brother lost on the day before that on which the party set out to the forest?

41. Having lost my way in the forest, I gave my horse his head, and he took me back in the dark to the hotel from which I had started.

42. After eating my supper in a great hurry, I mounted another horse, and, following the high road, I arrived in time for breakfast.

43. Take care! If rain comes on, be sure that you take my luggage, and put it under cover, and do not leave it there unwatched.

44. If anyone of you knows the man by sight, go and find out where he lives, and make him come here to answer for his misconduct.

45. I wish you would tell us what manners and customs prevail here.

46. Will it not be unsafe to take our luggage on board before they have cleared the baggage of those who are just disembarking?

47. Ought we not to treat the porter to something to drink after carrying those three heavy boxes up-stairs on such a blazing hot day?

48. Leaving the steamer in the Suez Canal, we wandered to a village, where we supped amongst a party of Arabs.

49. Some of them were so fond of strong waters, and swallowed them so rapidly, that we were very glad to escape from the place.

50. What you say about them may be very true; but at any rate if they are not so good as yours, they are far better than any others.

51. Coachman, drive fast in this open space, where there are no carriages and carts, for otherwise we shall not be able to reach the station in time.

52. He cannot make up his mind whether he ought to prepare his son for the army, or whether he should send him to study farming.

53. If you have no objection to exchange places with me, you will obtain a better view of the country from this seat.

54. Have you heard any particulars of the murder of three travellers which was perpetrated near this village ten days ago?

55. Gentlemen, you have kept all the windows closed for half an hour, and now, with your permission, I will open this one for five minutes.

56. To what extent have the troops been disbanded? and what is *the present strength* of the army on paper, and what in fact?

39. Si vous emmenez n'importe quels garçons avec vous sur la montagne, ayez soin de ne pas prendre le sentier qui borde le précipice.

40. Quand, comment et où avez-vous trouvé les clefs que votre frère avait perdues la veille du jour où l'on est parti pour la forêt?

41. M'étant égaré dans la forêt, j'ai lâché la bride à mon cheval, et il m'a ramené la nuit à l'hôtel d'où j'étais parti.

42. Après avoir soupé en toute hâte, j'ai pris un autre cheval, et en suivant la grande route, je suis arrivé à temps pour le déjeuner.

43. Faites attention à ce que je vous dis! S'il vient à pleuvoir, ayez soin de mettre tout mon bagage à couvert, et ne le quittez pas des yeux.

44. Si quelqu'un d'entre vous connaît l'homme de vue, qu'il aille s'informer de sa demeure, et qu'il l'amène ici pour rendre compte de sa mauvaise conduite.

45. Je voudrais que vous eussiez la bonté de nous dire quels sont les usages et les mœurs de ce pays-ci.

46. Ne sera-t-il pas imprudent de prendre notre bagage à bord avant qu'on ait enlevé le bagage de ceux qui viennent de débarquer?

47. Est-ce que nous ne devrions pas donner quelque chose à boire au porteur pour avoir monté ces trois lourdes malles par cette chaleur brûlante?

48. Après avoir quitté le paquebot à vapeur dans le Canal de Suez, nous avons erré jusqu'à un village, où nous avons soupé avec une bande d'Arabes.

49. Quelques-uns d'entre eux aimaient tant les boissons fortes, et les avalaient avec une telle rapidité, que pour notre propre compte nous avons été enchantés de nous échapper.

50. Ce que vous en dites peut être très-vrai; mais en tous cas s'ils ne sont pas si bons que les vôtres, ils valent beaucoup mieux que tous les autres.

51. Cocher, allez bon train dans cet endroit ouvert, où il n'y a ni voitures ni charrettes, autrement nous ne pourrons pas arriver à la gare à temps.

52. Il ne sait à quoi se décider, s'il doit préparer son fils pour la carrière militaire, ou lui faire apprendre l'agriculture.

53. S'il vous est égal de changer de place avec moi, vous verrez mieux la campagne d'ici.

54. Avez-vous eu quelques détails sur le meurtre de trois voyageurs, qui a été commis près de ce village il y a dix jours?

55. Messieurs, vous avez tenu toutes les fenêtres fermées pend... une demi-heure, et maintenant, avec votre permission, j'ouvrirai celle-ci pour cinq minutes.

56. Combien de troupes a-t-on licenciées? et quel est maintenant l'effectif de l'armée d'après les papiers, et en réalité?

57. I wish you would come out and look after your own luggage, instead of idly chattering with the ladies in the refreshment-room.

58. In speaking to friends about their relatives, always use the words Monsieur your father, or Madame your mother.

59. In learning to speak foreign languages, the greatest puzzle is to decide how to begin.

60. The main object is to discover how we can learn with the greatest economy of time and labour.

61. Speech is the utterance of sentences, and therefore we must learn by heart the most useful sentences,

62. And rehearse them at sight of the vernacular in irregular succession.

63. Avoid seeing or hearing any words in excess of those which constitute the lesson of the day.

64. The true intonation is to be acquired by imitating the voice of a foreigner uttering sentences—not single words.

65. Let this be done frequently at intervals every day.

66. It is impossible to learn the true pronunciation of English or French from books.

67. The sounds and the spelling are so conflicting, that the latter must be excluded at first,

68. For when orthography is superadded, the difficulties of the beginner are increased a hundredfold.

69. It is essential that the first lessons should be so short that they may be easily grasped by the memory,

70. And that beginners may reproduce them all with the same facility with which they speak their mother-tongue.

71. Foreign sentences are to be utilised by interchanging one word at a time in the English versions, and then translating them.

72. This diversification is of incomparably greater value than any other exercise.

73. The greatest danger arises from the attempt to learn too many words in the first lessons.

74. But if beginners will faithfully comply with the instructions, it will be impossible for them not to succeed.

75. 'In a word, this is the most practical system that philology has yet produced for the teaching of foreign languages.'

57. Je voudrais que vous vinssiez reconnaître votre bagage au lieu de perdre votre temps à causer au buffet avec les dames.

58. En parlant à des amis de leurs parents, employez les expressions monsieur votre père, ou madame votre mère.

59. Pour apprendre une langue étrangère, la grande difficulté est de savoir comment commencer.

60. L'objet principal est de découvrir comment on peut apprendre avec la plus grande économie de temps et de travail.

61. Tout discours se compose de phrases, et en conséquence on doit apprendre par cœur, une à une, les phrases les plus utiles,

62. Et les répéter sur la version anglaise en succession irrégulière.

63. Évitez de voir et d'entendre des mots outre ceux qui font partie de la leçon du jour.

64. La véritable intonation doit s'acquérir en imitant l'accent de l'étranger qui répète des phrases—non de simples mots.

65. Cet exercice doit se répéter, par intervalles, plusieurs fois par jour.

66. Il est impossible d'acquérir la prononciation de l'Anglais ou du Français par des livres.

67. La prononciation diffère souvent tellement de l'orthographe, que la dernière doit être bannie d'abord,

68. Car lorsque l'orthographe s'y trouve ajoutée, les difficultés se trouvent centuplées pour le commençant.

69. Il est essentiel que les premières leçons soient assez courtes pour qu'elles puissent se graver dans la mémoire,

70. Et que les élèves puissent les reproduire avec la même facilité que si elles étaient dans leur langue maternelle.

71. On doit utiliser les phrases étrangères en changeant un mot à la fois dans les versions anglaises, et en les traduisant ensuite.

72. Cette diversification vaut mieux que toute espèce d'exercices.

73. Le danger qui existe pour eux, c'est d'essayer d'apprendre trop de mots dans les premières leçons.

74. Mais si les commençants veulent bien suivre fidèlement les instructions, il leur sera impossible de ne pas réussir.

75. 'En un mot, c'est le système le plus pratique que la philologie ait produit pour l'enseignement des langues étrangères.'

PRONOUN SENTENCES TO BE MASTERED

1. He and I were going to post the letters which he had written.
2. I saw him and her, but they did not see me.
3. I had seen neither him nor them, but he had seen us.
4. I send you his letter, copy it, and send it back to me.
5. I visited them, and brought their friends to them.
6. Here it is, show it to them, but do not give it to them.
7. Your sisters are much better informed than we are.
8. Here is my tea, put some milk in it, but no sugar.
9. Although you will not take some with you to Paris, I will send some to you there.
10. We were indeed speaking of her, but we were not laughing at her.
11. Take back your exercises, and correct in them the mistakes I have shown you.
12. There are flowers enough on it as it is, do not put any more.
13. All my letters have been written; they have been so since yesterday.
14. Act like an honest man, you will be the better for it.
15. The stone house which he built for us pleases us.
16. Would there be any indiscretion in going there?
17. There are many people there, but not so many as I expected.
18. I would offer it to her if I knew she would not refuse it.
19. They were encouraging me, but he always showed me a stern face.
20. Why should not they and I understand one another?
21. He had neither his books, nor mine, nor theirs.
22. I did not think that either he or she had so much courage.
23. Was she in the dining-room when your aunt and hers entered it?
24. I wish you to use your influence and theirs in this affair.
25. Without your aid and hers they would perish in that undertaking.
26. He used to choose an interesting book and to read a passage of it to her.
27. On that evening, the same society was assembled at your house.
28. The officer was directing his steps towards the place where I was.
29. I speak to you of it and you laugh at it!
30. Did you notice her yesterday at the ball? Yes, I did.
31. By whom will your cousin be taken home? By myself.
32. Madam, tell me, if you please, whether you are English? Yes, I am.
33. Have you told them all the stories he has told me?
34. My brother has just arrived with my mother and my grandmother.
35. Her daughter has just set out with her brother and her uncle.
36. His mother and his brother have just arrived with his grandmother.
37. Here are the paintings which I have finished for my father-in-law.
38. Did he take the pens which I put there?
39. These are certainly the cards which he took thence.
40. Whence came the goods of which she told me?

BEFORE THE LEARNER ATTEMPTS TO CONVERSE.

1. Lui et moi, nous allions mettre à la poste les lettres qu'il avait écrites.
2. Je les ai vus, lui et elle, mais ils ne m'ont pas vu.
3. Je n'avais vu ni lui ni eux, mais il nous avait vus.
4. Je vous envoie sa lettre, copiez-la et renvoyez-la-moi
5. Je leur ai rendu visite et leur ai amené leurs amis.
6. Le voici ! montrez-le-leur, mais ne le leur donnez pas !
7. Vos sœurs sont beaucoup plus instruites que nous ne le sommes.
8. Voici mon thé, mettez-y du lait, mais n'y mettez pas de sucre.
9. Quoique vous ne vouliez pas en emporter à Paris, je vous y en enverrai.
10. Nous parlions bien d'elle, mais nous n'en rions pas.
11. Reprenez vos devoirs, et corrigez-y les fautes que je vous y ai signalées.
12. Il a bien assez de fleurs comme cela, n'y en mettez pas davantage.
13. Toutes mes lettres sont écrites ; elles le sont depuis hier.
14. Conduisez-vous en honnête homme, vous vous en trouverez bien.
15. La maison en pierre qu'il nous a fait bâtir nous plaît.
16. Y aurait-il de l'indiscrétion à y aller ?
17. Il y a là beaucoup de monde, mais pas autant que je l'aurais cru.
18. Je le lui offrirais, si je savais qu'elle ne le refuserait pas !
19. Eux m'encourageaient, mais lui me montrait toujours un visage sévère.
20. Pourquoi eux et moi ne nous entendrions-nous pas ?
21. Il n'avait ni ses livres, ni les miens, ni les leurs.
22. Je ne croyais pas que lui ou elle eût tant de courage.
23. Était-elle au salon quand votre tante et la sienne y sont entrées ?
24. Je désire que vous usiez votre influence et la leur dans cette affaire.
25. Sans votre aide et la sienne, ils périraient dans cette entreprise.
26. Il choisissait un livre intéressant, et lui en lisait un passage.
27. Ce soir-là, la même compagnie se trouvait réunie chez vous.
28. L'officier dirigeait ses pas vers la place où je me trouvais.
29. Je vous en parle, et vous vous en moquez.
30. L'avez-vous remarquée hier au bal ? Oui, je l'ai remarquée.
31. Par qui votre cousine sera-t-elle reconduite ? Elle le sera par moi.
32. Madame, dites-moi, je vous prie, si vous êtes Anglaise ? Oui, je le suis.
33. Leur avez-vous dit toutes les histoires qu'il m'a dites ?
34. Mon frère vient d'arriver avec ma mère et mon aïeule.
35. Sa fille vient de partir avec son frère et son oncle.
36. Sa mère et son frère viennent d'arriver avec son aïeule.
37. Voici les peintures que j'ai finies pour mon beau-père.
38. A-t-il pris les plumes que j'ai mises là ?
39. Ce sont bien les cartes qu'il a prises de là.
40. D'où venaient les marchandises dont elle m'a parlé ?

APPENDIX I.

DIVERSIFYING TABLE.

APPENDIX I.

DIVERSIFYING TABLE.

APPENDIX II.

PARADIGM OF THE FRENCH LANGUAGE.

PARADIGM

Showing at one view the Terminations of the Variable Words in the French Language.

Le, la, les; un, une; du, des; au, aux.

Maison, maisons; chapeau, chapeaux; cheval, chevaux; œil, yeux; etc.

Grand, -e, -s, -es.
Neuf, neuve, neufs, neuves.
Heureux, heureuse, heureuses.
Bon, -ne, -s, -nes.
Blanc, -he, -s, -hes.
Vieux, vieille, vieilles.
Doux, douce, douces.
Long, -ue, -s, -ues.

Je, me, moi.	mon, ma, mes.
Tu, te, toi.	ton, ta, tes.
Il, lui, le, soi, le.	son, sa, ses.
Elle, lui, se, soi, la.	
Nous, nous.	notre, nos.
Vous, vous.	votre, vos.
Ils, eux, se, les.	leur, leurs.
Elles, elles, se, les.	

Qui, que, dont, en, y.

Mien, -ne, -s, -nes.
Tien, -ne, -s, -nes.

Donn-ais, -ait, -ions, -iez, -aient.
„ -ai, -as, -a, -âmes, -âtes, -èrent.
Donner-ai, -as, -a, -ons, -ez, -ont.
„ -ais, -ait, -ions, -iez, -aient.
Donn-e, -ons, -ez.
„ -e, -es, -e, -ions, -iez, -ent.
Donna-sse, -sses, -t, -ssions, -ssiez, -ssent.

Fini-r, -ssant, -e, -s, -es.
„ -s, -t, -ssons, -ssez, -ssent.
Finiss-ais, -ait, -ions, -iez, -aient.
Fini-s, -t, -mes, -tes, -rent.
Finir-ai, -as, -a, -ons, -ez, -ont.
„ -ais, -ait, -ions, -iez, -aient.
Fini-s, -ssons, -ssez.
Finiss-e, -es, -e, -ions, -iez, -ent.
„ -e, -es, finît, finiss -ions, -iez, -ent.

Rec-evoir, -evant, -u, -ue, -us, -ues.
Reç-ois, -oit, -evons, -evez, -oivent.
Recev-ais, -ait, -ions, -iez, -aient.
Reçu-s, -t, -mes, -tes, -rent.
Recevr-ai, -as, -a, -ons, -ez, -ont.
„ -ais, -ait, -ions, -iez, -aient.
Reç-ois, -evons, -evez.

Dis-e, -es, -e, -ions, -iez, -ent.
Di-sse, -sses, -t, -ssions, -ssiez, -ssent.

Voul-oir, -ant, -u, -ue, -us, -ues.
Veux, veut, voul-ons, -ez, veulent.
Voul-ais, -ait, -ions, -iez, -aient.
„ -us, -ut, -ûmes, -ûtes, -urent.
Voudr-ai, -as, -a, -ons, -ez, -ont.
„ -ais, -ait, -ions, -iez, -aient.
Veux, voul-ons, -ez (*also* veuillez).
Veuill-e, -es, -e, voul-ions, -iez, veuillent.
Voulu-sse, -sses, -t, -ssions, -ssiez, -ssent.

Pouv-oir, -ant, pu.
Peu-x, -t, pouv-ons, -ez, peuvent.
Pouv-ais, -ait, -ions, -iez, -aient.
Pu-s, -t, -mes, -tes, -rent.
Pourr-ai, -as, -a, -ons, -ez, -ont.
„ -ais, -ait, -ions, -iez, -aient.
Puiss-e, -es, -e, -ions, -iez, -ent.
Pu-sse, -sses, -t, -ssions, -ssiez, -ssent.

Savoir, sachant, su, su-e, -s, -es.
Sa-is, -it, -vons, -vez, -vent.

Sien, -ne, -s, -nes.
Notre, -s.
Votre, -s.
Leur, -s.

Ce, cet, cette, ces.
Celui, celle, ceux, celles, cela, ceci.
Celui-ci, celle-ci, ceux-ci, celles-ci.
Celui-là, celle-là, ceux-là, celles-là.

Être, étant, été.
Suis, es, est, sommes, êtes, sont.
Ét-ais, -ait, -ions, -iez, -aient.
Fu-s, -t, -mes, -tes, -rent.
Ser-ai, -as, -a, -ons, -ez, -ont.
„ -ais, -ait, -ions, -iez, -aient.
So-is, -yez.
„ -is, -it, -yons, -yez, -ient.
Fu-sse, -sses, -t, -ssions, -ssiez, -ssent.

Avoir, ayant, eu, eue, eus, eues.
Ai, as, a, avons, avez, ont.
Av-ais, -ait, -ions, -iez, -aient.
Eu-s, -t, -mes, -tes, -rent.
Aur-ai, -as, -a, -ons, -ez, -ont.
„ -ais, -ait, -ions, -iez, -aient.
Aje, ayons, ayez.
Ai-e, -es, -t, ayons, ayez, aient.
Eu-sse, -sses, -t, -ssions, -ssiez, -ssent.

Donn-er, -ant, -é, -ée, -és, -ées.
-e, -es, -e, -ons, -ez, -ent.

Reç-oive, -oives, -oive, -evions, -eviez, -oivent.
Reçu-sse, -sses, -t, -ssions, -ssiez, -ssent.

Vend-re, -ant, -u, -ue, -us, -ues.
Vend-s, -ons, -ez, ent.
„ -ais, -ait, -ions, -iez, -aient.
„ -is, -it, -îmes, -îtes, irent.
Vendr-ai, -as, -a, -ons, -ez, -ont.
„ -ais, -ait, -ions, -iez, -aient.
Vend-s, -ons, -ez.
„ -e, -es, -e, -ions, -ioz, -ent.
Vendi-sse, -sses, -t, -ssions, -ssiez, -ssent.

Fai-re, -sant, -t, -te, -ts, -tes.
F-ais, -ait, -aisons, -aites, -ont.
Fais-ais, -ait, -ions, -iez, -aient.
Fi-s, -t, -mes, -tes, -ront.
Fer-ai, -as, -a, -ons, -ez, -ont.
„ -ais, -ait, -ions, -iez, -aient.
Fai-s, -sons, -tes.
Fass-e, -es, -e, -ions, -iez, -ent.
Fi-sse, -sses, -t, -ssions, -ssiez, -ssent.

Di-re, -sant, -t, -te, -ts, -tes.
„ -s, -t, -sons, -tes, -sent.
Dis-ais, -ait, -ions, -iez, -aient.
Di-s, -t, -mes, -tes, -rent.
Dir-ai, -as, -a, -ons, -ez, -ont.
„ -ais, -ait, -ions, -iez, -aient.
Di-s, -sons, -tes.

Sav-ait, -ait, -ions, -iez, -aien.
Su-s, -t, -mes, -tes, -rent.
Saur-ai, -as, -a, -ons, -ez, -ont.
„ -ais, -ait, -ions, -iez, -aient.
Sach-e, -ons, -ez.
„ -e, -es, -e, -ions, -iez, -ent.
Suss-e, -es, sût, suss-ions, -iez, -ent.

All-er, -ant, -é, -ée, -és, -ées.
Vais, vas, va, all-ons, -ez, vont.
All-ais, -ait, -ions, -iez, -aient.
„ -ai, -as, -a, -âmes, -âles, -èrent.
Ir-ai, -as, -a, -ons, -ez, -ont.
„ -ais, -ait, -ions, -iez, -aient.
Va, all-ons, -ez.
Aill-e, -es, -e, -ions, -iez, -ent.
Allass-e, -es, allât, allass-ions, -iez, -ent.

Ven-ir, -ant, -u, -ue, -us, -ues.
Vien-s, -t, ven-ons, -ez, viennent.
Ven-ais, -ait, -ions, -iez, -aient.
Vin-s, -t, -mes, -tes, -rent.
Viendr-ai, -as, -a, -ons, -ez, -ont.
„ -ais, -ait, -ions, -iez, -aient.
Viens, ven-ons, -ez.
Vienn-e, -es, -e, veni-ons, -ez, vienn-ent.
Vinss-e, -es, vînt, vinss-ions, -iez, -ent.

OPINIONS OF THE HOME, COLONIAL, AND FOREIGN JOURNALS.

OPINIONS OF THE HOME AND COLONIAL JOURNALS.

'*Prendergast's Mastery Series* (Longmans) is the name of a collection of little books designed for the teaching of foreign languages on what we are sure Mr. Lowe would call the true principle. That principle may be explained in a line—it is first learning the language and then studying the grammar, instead of first studying the grammar and then learning—or trying to learn—the language. We are with Mr. Prendergast wholly, and can cordially recommend his German and French instruction books.'—*Morning Star.*

'Among the many educational books issued by Messrs. Longmans those of Mr. Thomas Prendergast are not the least valuable. This plan is designed to secure economy of time and labour, by compressing a great deal of the language into a small compass, and excluding everything not essential. We can heartily commend them.'—*John Bull.*

'The object of the author of this series of Manuals is to facilitate the learning of a foreign language by pursuing the course which nature seems clearly to indicate as the proper one. . . . By steadily pursuing the course prescribed by the author, the pupil will easily and speedily acquire the power of using the idiomatic forms of a foreign language as fluently and promptly as those of his mother tongue.'—*Bell's Messenger.*

'Mr. Prendergast leaves no stone unturned to endeavour to make his theory clear, and he argues it out with such power and truth that one cannot help going along with him, feeling that his statements are sensible and just.'—*Dublin Evening Mail.*

'The question is suggested, therefore, In making ourselves acquainted with a foreign idiom, should we begin or *end* by studying its grammar? Should we not first ascertain what that idiom is, and afterwards classify the facts ascertained? Should we not, in short, prefer the inductive to the deductive process? It was Mr. Prendergast's experience in India that led him to ponder whether the natural system of acquiring a command of language did not possess an intrinsic superiority to the ordinary plan. He came to the conclusion that to know how two or three hundred words should be arranged in all possible combinations in any given language is to have a practical command or "mastery" of that language. . . . We know that there are some who have given Mr. Prendergast's plan a trial, and discovered that in a very few weeks its results had surpassed all their anticipation.'—*Record.*

'We have argued the subject in our own mind, but we must frankly confess that we have found all our objections answered in an apparently satisfactory manner in the "Handbook." . . . In so far as we are enabled to judge, the "Mastery System" is worthy of an unprejudiced trial.'—*Greenock Advertiser.*

'Mr. Prendergast's "Mastery System" for the learning of foreign languages appears to have been partially adopted by M. Duruy, the French Minister of Public Instruction, who has found that it is much easier to teach a pupil to speak a foreign language than to teach him to read it with

fluency. Under the more natural system which is now pursued in the public schools, it appears from the *Bulletin administratif de l'Instruction publique* that the number of pupils who can speak a foreign language has doubled.'—*Academia.*

'"The Mastery System" is the term applied by Mr. Prendergast to a method, which he would probably say that nature invented, but which he has analysed and applied, of speaking foreign languages idiomatically. . . . A week's patient trial of the French Manual has convinced us that the method is sound, and will, if patiently followed, lead to the result proposed. The Handbook is well named, and contains many suggestions of great interest upon the various methods in use of acquiring a knowledge of foreign tongues. . . . It is worth attentive study, and as a most thoughtful analysis of the attitude and action of the mind in acquiring the power of speech, must interest every one who loves education, whether he wish or not to apply the method to help himself in becoming a linguist.'—*Papers for the Schoolmaster.*

'At a moment when the old methods of education, whether special or general, are being duly overhauled, Mr. Prendergast's views on so important a subject as the best mode of teaching, and the readiest way of acquiring languages, ought not to be overlooked.'—*Leader.*

'The principle on which the system is based is in direct opposition to the old-fashioned notion that the study of grammar is the proper introduction to a language. . . . The simplicity and naturalness of the system are obvious, and we commend it to the attention of philologists and students.' —*Midland Counties Herald* (Birmingham).

'To say that a man shall not learn a language before learning its grammar is as agreeable to common sense as the remark of the Irishman that he would never venture into the water before he had learnt to swim. . . . But where the facts are not only palpable, but even easier to be learned than the theory, we hold it to be sheer waste of toil to learn the theory first. Learn logic, mathematics, history, to exercise the mind, while the process of learning languages is lasting; afterwards grammar will take its proper place as an adjunct to them, and will illustrate logic, and be illustrated by it in turn. . . . Mr. Prendergast, in his Handbook to the "Mastery Series," lucidly and forcibly sets forth the faults of the old system, and gives many most useful hints for the formation of a new one. . . . We join with Mr. Prendergast in his regrets that Latin is now no longer cultivated as a spoken language; and would suggest that if ever it should be destined to regain its place as the common language of cultivated men of different countries in their mutual intercourse, it will be on the system which Mr. Prendergast has ably expounded that it must be learnt. We would willingly see a handbook to Latin on the modern plan from his pen.'— *Edinburgh Courant.*

'A philosophical work on the "Mastery of Languages."'—*Paper read before the Church Schoolmasters' Association, by Mr. Baker.*

'Nothing is perhaps more greatly coveted than the power of *speaking* foreign tongues, and yet how few there are who attain it! . . . The point in dispute is, *when* the grammar should be used. Nobody pretends that a perfect acquaintance with a language can be gained in any case without studying a systematic exposition of its principles; but the question is, should the philosophy of a language be studied before learning its chief words and idioms? Mr. Prendergast says no, and has defended his position

at great length and with great skill. . . . To gain a thorough command of the common phrases which the majority use exclusively, and all men use chiefly, is the goal at which the "Mastery System" aims; and we think that that goal can be reached by its means more easily, and in a shorter time, than by any method yet made known. . . . With such a preparation, the Englishman may go abroad and open his mouth confidently. . . . We know of no other plan which will infallibly lead to this result in a reasonable time, and therefore we heartily recommend the "Mastery System." Manuals of the French and German have been published, and the method will no doubt be applied to other languages.'—*Norfolk News.*

'If Mr. Prendergast will publish a selection of sentences, with specimens of their manipulation, and an abridged table of inflections, he may easily find readers who will give his theory a fair trial; and we are strongly disposed to believe that the result of such an experiment would be a very general adoption of the principles on which the "Mastery of Languages" is based.'—*The Reader.*

'Excellent in the main, and worthy of attention from every one interested in the "Mastery of Languages." Set forth with much lucid explanation and many skilful arguments.'—*Examiner.*

'This is a book written with understanding. . . . It is not, like many other treatises, a favourite idea, inflated by all manner of devices and accommodations to the bulk of a volume; it is a system carefully and philosophically deduced from the author's own experience and observation.'—*Daily News.*

'This system possesses many excellent features.'—*London Review.*

'This book is very full, and deserves attention; its pages are crowded with suggestive remarks. . . . The writer is entitled to the attention of philologists and teachers of language.'—*Athenæum.*

'We can recommend this method from personal experience, having had the pleasure of trying it ourselves. Two hundred words of a language previously unknown, combined in idiomatic sentences, were duly mastered in the way proposed, by studying them five minutes at a time, five or six times a day; and when permission was given to refer to a grammar, great was the astonishment as well as the delight felt, on discovering that the rules of syntax were known already.'—*Female Missionary Intelligencer.*

'Curious and interesting book . . . clear and lively in its treatment. . . . Full of useful hints. . . . As a rule, the older the facts the greater the originality. It therefore appears to us that Mr. Prendergast deserves the highest credit for the rare novelty with which he has invested a thoroughly trite theme. . . . He works out the leading principles with the most rigorous and unflinching logic to their ultimate conclusions. Nothing can really be simpler or more practical than the principle upon which it is based.'—*Madras Athenæum.*

OPINIONS OF THE AMERICAN JOURNALS.

'What have we, in fact, in Prendergast's "Mastery Series" but an adoption, and we are ready to suppose, an improvement, on the old middle age "Colloquies of Cordery?" We believe it is the true method of

learning languages. The learning of the right use of right words must be a question of memory of words till it becomes a matter of habit. Reason, or understanding, except as connected with memory, has precious little to do with it.'—*Freeman's Journal* (U.S.).

'Mr. Prendergast's "Mastery System" of teaching languages, which has recently been introduced in England, and met there with the most extraordinary success, is truly a marvel of simplicity and ingenuity; and we cannot too strongly urge teachers and students of German and French to give the above-named manuals a trial. Teachers will find that this new system considerably lessens their arduous task, and that it offers more guarantees of speedy and certain success than any of the old theories; and the students will not have to burden their minds with all that mass of unnecessary rubbish with which most of the French and German grammars now in use abound; and will, after a comparatively short time, not only be able to read the languages, but to speak and pronounce them correctly.'—*Lafayette Courier.*

'The system is as near as can be the one in which the child learns to talk, adapted to the adult, and if carefully preserved, must be successful.'—*Troy Whig.*

'When any one remembers the vast amount of time, labour, and money often expended in schools in actually gaining very little practical knowledge of foreign languages, this method is entitled to an examination. Evidently much can be done by the proposed plan.'—*St. Louis Democrat.*

'We do not hesitate to venture the opinion that if Mr. Prendergast's works can be brought to the attention of teachers in this country, they will effect a great change in the method of teaching foreign languages.'—*The Nation.*

'The Handbook lucidly sets forth the principles of the system, which seeks to attain the power of using the idiomatic forms of a foreign language as fluently and promptly as those of the mother tongue.'—*Providence Press.*

'There can be no doubt that this system is peculiarly adapted to be serviceable to that multitude of adult Americans who, without any preliminary preparation of study, steam over to Europe and back, as one of the acts without which the drama of life would be incomplete. To this class of travellers, and for their special use, we cannot too warmly commend the new system which Mr. Prendergast has so ingeniously devised.'—*Worcester Spy.*

'The system is attractive from the first, and we would advise all who are about to begin the study of French or German to give it a thorough trial.'—*Rochester Democrat.*

'There is a delightful novelty about the theory which is quite charming, and which seems to have a solid basis of truth to rest upon.'—*Boston Congregationalist.*

'We should judge that it did possess important advantages over the ordinary methods, for those who desire to learn to speak a foreign language quickly and fluently.'—*Springfield Republican.*

'The chief feature is the selection of some long sentence, thoroughly committed to memory, and evolving shorter sentences, or variations, from

the words of which it is composed, simply by re-arrangement. Grammar is deferred till the language is learnt. This plan is somewhat different from the Ollendorffian method, inasmuch as that mingles grammar with the exercises.'—*Gospel Messenger.*

'It is certainly a startling invention, but Mr. Prendergast makes out a very strong and clear case, and his method should receive a fair and thorough trial.'—*Philadelphia Inquirer.*

'It may not be improper for me to state that I made it my first duty, on arriving in Germany, to apply myself to the study of the German language, that I might, to some extent at least, be able to understand what I was to hear in the German deaf-mute schools, and to communicate with Germans without relying in all cases on the assistance of interpreters. And I feel that I owe a debt of gratitude to Mr. Thomas Prendergast, of London, by the aid of whose valuable suggestions, as set forth in his able work on the "Mastery of Languages" . . . I was enabled, in a comparatively limited period, to attain a fluency in conversational German, which was of incalculable assistance in the prosecution of my work in Europe.'—*Tenth Annual Report of the President of the Columbia Institution, New York, to the U.S. Government.*

OPINIONS OF THE FRENCH JOURNALS.

'Les modèles de phrases, les tournures idiomatiques, les expressions ont été choisis avec un soin scrupuleux et un goût éclairé. . . . C'est la conversation, c'est la causerie de salon qu'il pratique, qu'il obtient. . . .

'Quant à la partie technique, elle cède le pas à la partie pratique, symptôme essentiellement anglais: ce peuple-là veut des résultats et les obtient par sa ténacité et sa résolution. . . .

'La grammaire, suivant notre philologue qui parle *ex cathedrâ*, en s'appuyant sur une synthèse fortement raisonnée selon le mode de Bacon, et sur une expérience déjà bien étendue de son système; la grammaire que nous enseignons avant la composition des phrases et la pratique des vocables; la grammaire se fait, se compose, s'ordonne et se constitue de toutes pièces dans la tête de l'élève, sans qu'il soit besoin de la lui enseigner théoriquement. . . .

'L'idée philosophique qui explique et soutient ce système si nouveau se trouve développée dans la partie du traité intitulée "Handbook."'—*Revue britannique.*

'Les professeurs de langues et les philologues trouveront dans les petits traités de Mr. Thomas Prendergast tout un système fort original de l'art si difficile de l'enseignement pratique, naturel et rationnel des langues vivantes. Le problème de l'acquisition par un étranger de la conversation, de la causerie familière, est dans la première partie posé, analysé, discuté et résolu en dehors de toute routine, avec des vues nouvelles, avec la force de la conviction raisonnée, avec l'éclat du succès accompli. L'application de cette méthode, aussi simple qu'efficace, est l'objet d'un opuscule d'une centaine de pages pour chaque langue. Au moyen d'une centaine de mots choisis avec discernement, par l'emploi scientifiquement combiné de certaines tournures de phrases générales ou spéciales, avec une petite table

synoptique des parties variables du discours, un élève intelligent, patient, observateur, peut acquérir en peu de temps l'art de parler, d'écrire et de causer: telle est même l'élasticité de ce système que la science du langage, la grammaire, se crée et se constitue dans l'esprit de l'élève aussi naturellement, aussi sûrement que son application.'—*La Colonne.*

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tyros to master—the student is invited to mount the pleasant path by a gradual and easy ascent. Though rather old ourselves to go again to school, we confess there is an attractiveness about the book which makes us covet the privilege of becoming students once more. Now that intercourse with Spain is likely to be continually increasing, this little book will be universally welcomed for its timely appearance.'—*Saunders' News Letter*, October 23.

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THE MASTERY SYSTEM.

'I have gradually arrived at a decided conviction that in teaching languages we begin at the wrong end. Formerly people used, in science, to begin with theories, and proceed to facts; now, good teachers of science lead even beginners to observe facts first, and then proceed to laws. But in grammar we still begin with abstract principles, which it is impossible for a child's mind to assimilate. When sentences are first taught and variations made, upon the plan recommended by Mr. Prendergast, I have found that children do not pronounce with the usual British accent, and do learn to express themselves in idiomatic French and German. They get to know, as Dr. Moberly expresses it, the sentence-moulds of other languages. Besides, the power of observation is cultivated; they learn to make rules themselves, and their grammatical faculty is developed. So far from the Mastery System, rightly understood, being a superficial one, it is the most thorough I know. I hope we shall, eventually, teach grammar as we now teach arithmetic. I mean, give no rules, but induce the learner to find them out.'—*Preface to Summary of H.M. Commissioners' Reports on Female Education, by D. Beale, Principal of Ladies' College, Cheltenham*, 1869.

CRITICAL NOTICES OF THE MASTERY SERIES.

Extract from the *Times'* review of Dr. Carpenter's Mental Physiology, January 20, 1876—'The genius of Mr. Prendergast led him to the same conclusion,* and the principles laid down in his "Mastery System of Learning Languages" are in absolute accordance with all that is known about the proper relations of the nervous centres to the act of speech.'

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OXFORD UNDERGRADUATES' JOURNAL, *October* 17, 1872.

'. . . . If Mr. Prendergast had done no more than turn out some new books of sentences no worse than the rest, we should see no occasion to quarrel with him. But what he has done is in fact very different. The *Mastery* of Languages, as he calls the method which he claims to have invented or perfected, is not a pretence or shadow, but a definite and intelligible method. . . . . We agree with Mr. Prendergast that it cannot be right to learn Latin and Greek one way and modern languages another way, on the absurd supposition that the former are dead and the latter living; and we further agree that the present scholastic method, which some schoolmasters actually want to extend to modern languages, is distinctly wrong. . . . . If a formula there must be, Mr. Prendergast's is more elastic and reasonable than most others. . . . . There can be little doubt that, for the purpose of acquiring complete command of a limited vocabulary, nothing better could well be devised. A learner who has gone conscientiously through one of these books,

* As to the child's mode of action.

ought, at the end, to have everything in it at the tip of his tongue. Even one knowing something of the language in a general way might find it worth while, if he wanted for some special purpose to get up some special set of words, such as the terms of art proper to a science or business, to make himself familiar with them by Mr. Prendergast's plan. . . . . New invention. . . . . A good point is the Appendix of couplets—i.e., pairs of sentences, constructed on identical models, so that all the words are interchangeable and continue to make sense. These, if properly worked, cannot fail to be useful, with or without the other features of the system.'

SATURDAY REVIEW, *November* 23, 1872.

'The object of this new system of teaching Latin composition is to impart a knowledge of the elements of grammar, pure and simple, by familiarising the mind of the beginner very gradually with the construction and inflection of the language, without confusing him with technical terms or rules or instruction. This is brought about by a series of sentences and their English versions, so as to embody and explain every construction. The method seems thoroughly effective, and most likely to revolutionise classical teaching in its best interests.'

SCHOOL BOARD CHRONICLE, *November* 9, 1872.

'This is not so much a new manual as a new *method* of teaching languages, and as such it reflects the highest credit upon the patience and genius of its author. . . . . No doubt there is much that is very suggestive and helpful about it, as the tendency of the best modern teaching of any language has undoubtedly been—to get to the language itself as soon as possible, and work up *to* a grammar, rather than *from* it. . . . . With a book like this we are willing to abdicate our office of critic, and be content with the more humble duty of earnestly inviting the attention of our professional brethren to a method of instruction which bears upon it the impress of deep and earnest thought and care, and of suggesting a careful study—if possible, an actual trial—and of asking for the results to be placed before the readers of *The Schoolmaster* at an early period. We may add that Mr. Quick, in one of the articles referred to, expresses his conviction "that Mr. Prendergast's name will live in the history of didactics." Such an opinion from one who has made the history of educational method his special study may well excite some desire among teachers to know a little more of the Mastery system.'

THE SCHOOLMASTER.

'. . . . It cannot fail to be highly successful whenever it is honestly and perseveringly followed, and we would recommend all who wish to know something of Latin to give it a trial.'

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. . . . The system is ingenious and attractive.' EXAMINER.

'. . . . Mr. Prendergast's method is wholly different from any other with which we are acquainted—so different indeed that, without personal experience of it, we almost hesitate to offer an opinion as to its merits. It is, at any rate, novel and ingenious.'

EDUCATIONAL TIMES.

I have gradually arrived at a decided conviction that in teaching languages we begin at the wrong end. Formerly, people used in science to begin with theories and proceed to facts; now good teachers of science lead even beginners to observe facts first, and then proceed to laws But in grammar we still begin with abstract principles, which it is impossible for a child's mind to assimilate. When sentences are first taught and variations made, upon the plan recommended by Mr. Prendergast, I have found that children do not pronounce with the usual British accent, and do learn to express themselves in idiomatic French and German. They get to know, as Dr. Moberly expresses it, the sentence-moulds of other languages. Besides, the power of observation is cultivated; they learn to make rules themselves, and their grammatical faculty is developed. So far from the Mastery system, rightly understood, being a superficial one, it is the most thorough I know. I hope we shall, eventually, teach grammar as we now teach arithmetic. I mean, give no rules, but induce the learner to find them out.'—*See preface to Summary of H.M. Commissioners' Reports on Female Education by D. Beale, Principal of Ladies' College, Cheltenham*, 1869.

'Among the educational problems which still remain unsolved in England, that of the best method of teaching languages stands pre-eminent. Numerous processes, called methods, are, it is true, in use among us, and it is also true that by means of them a certain measure of success is attained, but the principles on which success or failure depend are little understood by the ordinary run of teachers. * * * * The multitude of "methods" attests the lack of fixed principles of teaching. The fact is—and a very important fact too—that we only arrive at efficient processes of instruction by deducing from the natural method of learning * * * * the natural and true method of teaching. The main business of the teacher is to teach the pupil how to teach himself. Mr. Prendergast has, in an extremely interesting treatise, "The Handbook to the Mastery Series," shown that a "natural" system of teaching involves (1) very short lessons, (2) perfect mastery of them (hence the term "mastery"), (3) constant repetition of all that has been learnt, with a view to retain the mastery acquired. Then as to the matter of the lessons. These consist not of mere words and phrases as elements to be employed synthetically, but of entire idiomatic sentences—to be first "mastered," then resolved into their component parts. Mr. Prendergast says nothing that Jacotot has not said before him; but he says it more clearly, and, moreover, avoids in the practice some of the errors into which that great master of the didactic art himself fell. We strongly recommend Mr. Prendergast's "Handbook," as a lucid exposition of many very valuable didactic principles; and also his adaptation of them to practice in the separate volumes dedicated to "French" and "German;" and we especially advise those who intend to give his system a trial to "master" the "Handbook" in the first instance.'—*Pall Mall Gazette.*

'The writer determined to put the Mastery system to the test in Germany. * * * * After a study of less than two weeks he was able to sustain conversation in the newly-acquired language on a great variety of subjects. * * * * So completely did the Mastery system vindicate its practicability in the test to which it was thus subjected, that the writer feels it his duty, as it is his pleasure, to recommend it when-

ever and wherever opportunity offers; and not only to scholars and students of linguistic science would he extend this recommendation, but to tourists and pleasure-seekers who may perchance have but a limited amount of time for their foreign investigations.'—*Preface to the American Edition, by Professor Gallaudet, Principal of the Columbia Institute, Washington.*

'If we are, as some think, on the eve of a great reformation in the methods of studying language, Mr. Thomas Prendergast will certainly be recognised as its Luther. Educational conventions have debated the possibility of inventing a better system of instruction. College fellows have puzzled their venerable heads over the subject. It has found its way into Reviews. At last the time has come and the man! Mr. Prendergast, in his book, "On the Mastery of Languages," propounded the theory that the true way to learn an unknown language is, not to parrot its grammar and to thumb its lexicon, but to go to work, as a child does, to learn words and the idiomatic arrangement of words, and at once to put them to use.'—*Hartford Courant, Conn., U. S. A.*

'Mr. Prendergast's "Mastery System" of teaching languages, which has recently been introduced in England, and met there with the most extraordinary success, is truly a marvel of simplicity and ingenuity; and we cannot too strongly urge teachers and students of German and French to give the above-named manuals a trial. Teachers will find that this new system considerably lessens their arduous task, and that it offers more guarantees of speedy and certain success than any of the old theories; and the students will not have to burden their minds with all that mass of unnecessary rubbish with which most of the French and German grammars now in use abound; and will, after a comparatively short time, not only be able to read the languages, but to speak and pronounce them correctly.'—*Lafayette Courier* (*U. S.*).

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'* * * Believing, from our own experience and observation of the process, that it is the memory not of words but of the form of a few typical sentences which helps us the most in our attempts to talk a new tongue.'—*Papers for the Schoolmaster.*.

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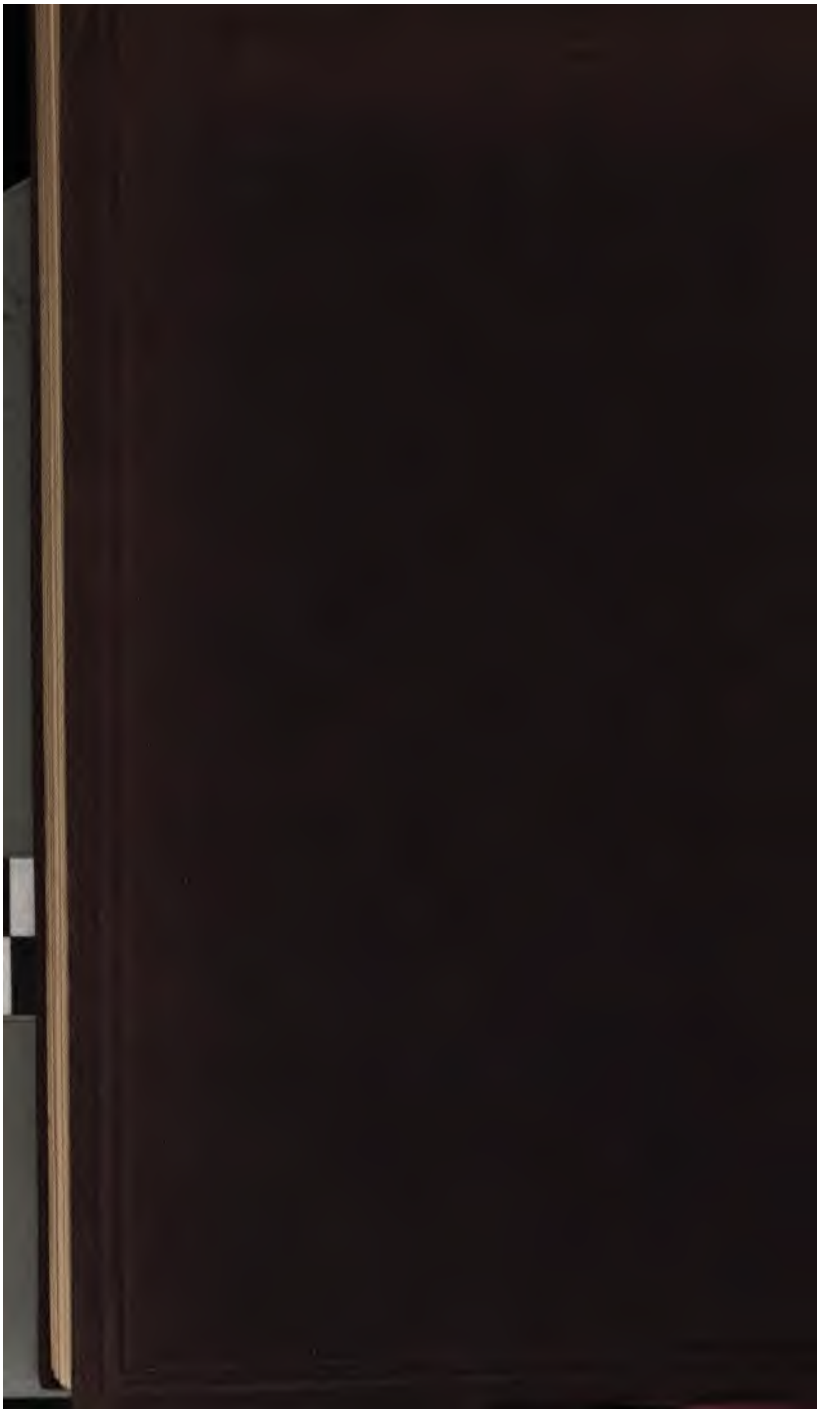
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